SIP 2.0 2024

Purpose

1. Letter from the most senior officer (e.g., Dean, Head) committing to PRME's Principles

object-id-1183

Type

Statement

Relevant Stakeholders

University of Sussex Business School

Purpose

Letter of commitment to PRME

Title

Letter from the most senior officer (e.g., Dean, Head) committing to PRME's Principles

Contributors

saffron penfold

Date

June 24, 2024

Description

Letter from the Dean confirming commitment to PRME

Language

English

Sharing Rights

PRME Community

18th June 2024

Dear PRME

RE: Letter of Commitment to PRME

On behalf of the University of Sussex Business School, I am delighted to present this report offering our commitment to PRME and Responsible Management Education. Our membership signifies our dedication to shaping responsible leaders who drive positive change in the business world and underscores our unwavering commitment to embedding the principles of responsible management, sustainability, and ethical leadership into every facet of our institution.

Our alignment with PRME reflects a deep-rooted dedication to fostering a culture of integrity, transparency, and social responsibility. This commitment is pivotal as we prepare our students to navigate and lead in a complex global environment. By integrating PRME's principles and the UN Sustainable Development Goals into our curriculum, research, and community engagement, we aim to develop forward-thinking leaders who are equipped to address the world's most pressing challenges.

University of Sussex Business School support this through our research centres and projects working with global associations to drive forward positive changes within society. These research centres engage with our local community, the UK government and global consortiums driving innovation in trade, sustainability, gender equality, digital futures and energy efficiency. This wealth of knowledge means our students are taught by pioneering faculty members who have embedded their research within the curriculum. The Business School is also proud to be the first school in the country to embed Sulitest within the curriculum, aiming to have 75% of students completing the test within the next three years.

In conclusion, our partnership with PRME signifies our commitment to shaping the future of business education and enforces our mission to nurture ethical leaders who will make a positive impact on society. We are proud to be part of this global movement and look forward to contributing to the collective effort to shape a better and a more sustainable world.

Yours sincerely

Professor Debbie Isobel Keeling
Interim Dean, University of Sussex Business School

Professor Debbie Isobel Keeling
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T +44 (0) 1273 877262 | business-dean@sussex.ac.uk
www.sussex.ac.uk/business-school

EQUIS ACCREDITED   AMBA ACCREDITED ASSOCIATION

2. Mission, Vision, Strategy or Purpose

object-id-930

Type

Statement

Relevant Stakeholders

University of Sussex Business School

Purpose

Attached is the Strategy for the Business School

Title

University of Sussex Business School Strategy

Contributors

saffron penfold

Date

June 7, 2024

Description

University of Sussex Business School Strategy

Language

English

Sharing Rights

PRME Community

Innovation for Social and Economic Progress

We aim to become a leading UK business school, offering a more complete understanding of management owing to our interest in policy and our expertise in science and technology.

OUR VISION AND MISSION

Our vision is

"to be a leading business school that collaborates across disciplines to shape global issues in business, management and society, making an impact on policy, practice, and people."

Our mission is:

- to carry out high quality research and develop innovative policy

- to develop current and aspiring leaders who will champion critical and original thinking

- to work nationally and internationally with businesses, government and others to deliver innovative approaches to management

OUR VALUES

KINDNESS

- We will seek to be known as a 'kind' institution.

- We will care for each other and for the world around us, in responsible and sustainable ways.

- We will value collegiality and mutual support across all of our actions and activities.

INTEGRITY

- We will ensure that everyone within our community is treated with dignity and respect.

INCLUSION

- We will value and celebrate the diversity of our campus community and partners, and what they bring to our activities.

COLLABORATION

- We will put collaboration at the heart of everything we do, seeking out productive and creative relationships.

- We will acknowledge and celebrate everyone's contribution.

COURAGE

- We will speak out on issues that concern us and will face up to difficult challenges.

- We will support those who have the courage to change and be bold, innovative, creative and experimental.

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Our strength is in managing innovation at the interface of business and society with public policy.

INNOVATION

The creation of new products and services is not merely about technological advances. Understanding how innovations arise requires an appreciation of the supporting economic and regulatory environment, as well as an understanding of the role of organisational design and the social context of users.

At the Business School, we look both outside and inside the organisation for a deeper understanding of innovative processes. This distinctive focus on innovation has allowed our scholars to influence governments' approaches to start-up policy and funding for entrepreneurs.

As an example, SPRU has led the world in researching the public policy of innovation and has advised governments in the UK and around the world on the policy mix necessary for technological and economic progress.

WE UNDERSTAND:

- how innovations arise
- the innovation process and implementation
- the role of organisational design
- the impact of policy on innovation

PUBLIC POLICY

The Business School integrates management education with an understanding of the broader political and social environment. We see government policy as integral to understanding contemporary economies.

We believe separation of business and government is not a useful way to prepare graduates for a world where regulatory change can alter business practices overnight.

In the context of increased public scepticism about the benefits of globalisation, graduates need to understand how the political and social realms cannot be remote from management thinking.

We are focused on securing the School's position as a leading UK business school known for its strength in the management of innovation at the interface of business and society with public policy.

WE WILL:

- focus on our research strengths,
- evolve our teaching in line with those strengths, and
- fully leverage the creative potential of our corporate and international engagement.
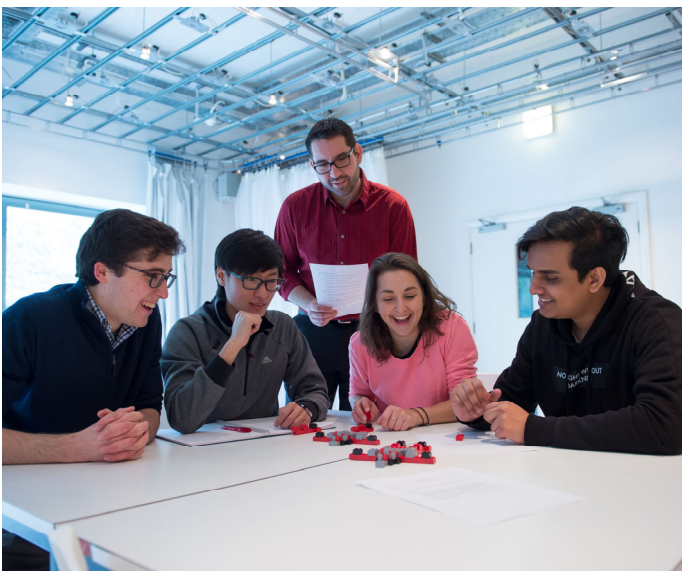
We aim to enhance support for research that emphasises innovation management.

LEARN TO TRANSFORM

We aim to achieve:

- better alignment of programmes with our expertise in innovation and/or public policy

- continuous improvement of design and delivery to enhance outcomes and competitiveness

We will carry out a comprehensive review of all programmes to strengthen:

- course content in respect of public/private policy interface, innovation policy and management

- practice-informed curricula via professional accreditations, placements, projects, etc.

- international experiences including take-up of internships abroad.

We will:

- expand our online and professional learning offers where our research strengths can be exploited and there is market demand.

- work with students to embed the Student Voice across all areas of activity by engaging with students.

- make use of learning analytics to inform our practices.

- develop our faculty's teaching expertise through supporting professional development and recognition e.g. Advance HE Fellowships.

RESEARCH WITH IMPACT

We intend to focus on our research strengths, which revolve around how science and technological and creative development can transform societies and be used by organisations to achieve internal and external goals.

We will make more of our expertise in policy, given that innovation at company level interacts with political, social and regulatory change.

We will enhance support for research that emphasises innovation management, especially multidisciplinary initiatives with broad societal reach.

OUR RESEARCH AIMS INCLUDE:

- maintaining / improving our UK top 5 research income ranking

- growing five global, visible, well-funded research centres

- world-leading impact in innovation policy research

- achieve FW citation impact 2.2; 80% of outputs 3*/4*; 55% of publications internationally co-authored

UNIVERSITY OF SUSSEX BUSINESS SCHOOL STRATEGY 2019—2025

We endeavour to increase students' recognition of the value of placements, international study experiences, voluntary work and social enterprise opportunities.

ENGAGE FOR CHANGE

We aim to further build our corporate and international partnerships to allow our students and faculty to engage with these on multiple levels, also recognising our alumni as important potential partners.

We will select our academic partners not only for their overall reputation/accreditation, but also for their focus on innovation.

We intend to increase our students' recognition of the value of experiencing placements, international study abroad, voluntary work and social enterprise opportunities.

We plan to develop a 'talent' pipeline connecting the School, community and businesses through structured schemes.

BUILD ON STRENGTHS

BUILDING RESILIENCE

Significant growth of student numbers in recent years has increased the revenue of the School, which is a net contributor to the University.

We have agreed with the University a financial performance target of 7% surplus, having achieved this goal regularly in the past five years. As a result we have a financial reserve in place.

STRATEGIC RESOURCE NEEDS

Our faculty and professional staff recruitment policy is aligned with our plans for a much slower pace of student body growth. We will require modest investment to focus on our:

- intensified recruitment efforts in targeted geographic regions

- development of pilot technology-enhanced learning content and a possible larger-scale rollout of such solutions in future

- various initiatives to promote and facilitate more student and staff international experiences

TAKING A LONGER-TERM PERSPECTIVE

We will consider our options to increase space for School facilities to support our ongoing growth.

FIND OUT MORE

Our Business School strategy forms part of the wider University of Sussex 2025 strategic framework: 'A Better University for a Better World'

www.sussex.ac.uk/strategy

1. Does the PRME Signatory Member have a person who is accountable and responsible for RME?

☑ Yes, the role is formalized in the senior leadership team (e.g., Dean, President, Head of School)

Senior Leadership Team and RME

Impact Purpose

Senior leadership team help ensures that the principles of RME are integrated into the business school's vision, mission, and strategic goals. This alignment ensures that sustainability is a core focus of the University of Sussex Business School's educational objectives. Senior leadership oversee the incorporation of responsible management principles into the curriculum. This includes the development and approval of courses that focus on ethics, sustainability, corporate social responsibility (CSR), and governance. The involvement of business school's senior leadership in Responsible Management Education is crucial for embedding ethical, sustainable, and socially responsible practices into the core of the institution's operations and educational offerings. This commitment helps produce graduates who are prepared to lead responsibly in their professional lives, thereby contributing positively to society and the environment..

Impact Statement

The Dean is ultimately responsible for the School's teaching programmes and this is enshrined in the University of Sussex's Regulations. The School is committed to enhancing and embedding responsible business into all its programmes. The Dean is ultimately accountable for the achievement of these plans.

Date published

June 28, 2024

Applicable Date Range

Dec. 1, 2022 - Dec. 31, 2024

Owner

Madina Tash

Contributors

Madina Tash

Sharing rights

PRME Community

Language

English

Country

United Kingdom

Subjects

Responsible Management Education, Leadership

2. Does the PRME Signatory Member have at least one organizational entity (e.g., center, institute, academic department) that is accountable and responsible for RME on behalf of the Signatory?

Does the PRME Signatory Member have one organisational entity accountable and responsible for RME on behalf of the Signatory.

Impact Purpose

In the University of Sussex Business School, there is an executive that oversees and is accountable for responsible management education.

Impact Statement

In the University of Sussex Business School, there is an executive that oversees and is accountable for responsible management education. As confirmed by Professor Steven MacGuire, our governance Senior Management Team would fulfil that function. The School Education Committee also fulfils that in respect to the degree portfolio. For more details in relation to research, teaching and partnerships, please see detailed information provided in relevant parts of the report.

Date published

None

Applicable Date Range

April 26, 2024 - Aug. 31, 2024

Owner

Katerina Psarikidou

Contributors

Katerina Psarikidou, Alejandro Luna

Sharing rights

PRME Community

Language

English

Country

United Kingdom

Subjects

Responsible Management Education

3. List the names, positions, and email addresses of all people responsible and accountable for RME at the PRME Signatory Member

Names, Titles and emails of people responsible for RME at the University of Sussex Business School

Impact Purpose

We currently have four colleagues directly working on PRME at the University of Sussex Business School, including our three PRME Champion co-leads Dr Alejandro Luna, Dr Katerina Psarikidou and Dr Madina Tash (names given in alphabetical order) and the Accreditation Officer Miss Saffron Penford.

Impact Statement

We currently have four colleagues directly working on PRME at the University of Sussex Business School. These include:

1. Our three PRME Champion co-leads (names given in alphabetical order):

   - Dr Alejandro Luna (Lecturer in Sustainability, Innovation and Energy Policy; a.luna@sussex.ac.uk)
   - Dr Katerina Psarikidou (Lecturer in Sustainable Development; a.psarikidou@sussex.ac.uk)
   - Dr Madina Tash (Lecturer in Accounting and Finance; m.tash@sussex.ac.uk)

1. the University of Sussex Business School Accreditation Team

   - Miss Saffron Penford (Project Officer; s.penford@sussex.ac.uk)

Date published

None

Applicable Date Range

Jan. 1, 2023 - Dec. 31, 2025

Owner

Katerina Psarikidou

Contributors

Katerina Psarikidou

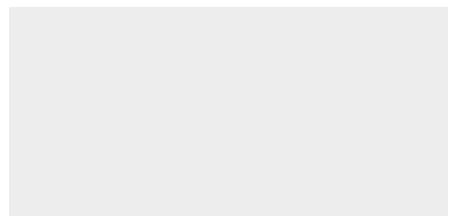**Sharing rights**

Public

Language

English

Country

United Kingdom

Subjects

Sustainable Development, Responsible Management Education

1. The PRME Signatory Member involves the following elements of RME in its degree programs. Mark all that apply.

☑ Guest speakers and showcase events

Type

Event

Event Date Range

08-06-2024:08-06-2024

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.

Description

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.

Title

Examples of guest speakers and showcase events

Contributors

Katerina Psarikidou

Date

June 18, 2024

Description

Guest Speakers and Showcase Events_Teaching_Question 1_Object 1

Language

English

Sharing Rights

Public

Evidence

Festival of
Sust(AI)nable Education

8 MAY 2024 | 10AM - 5.30PM | JUBILEE BUILDING

Explore the intersection of sustainability, artificial intelligence, and the future of education.

Keynote speakers

JEAN-CHRISTOPHE CARTERON
President, Sulitest

SIR ANTHONY SELDON, FRSA FRHISTS FKC
Head, Epsom College and Founder, AI in Education

SIR MARK LOWCOCK, KCB
Senior Fellow, Center for Global Development

SOPHIA
The first robot citizen of the world

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Type

Event

Event Date Range

08-05-2024:08-05-2024

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.

Description

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.

Title

Examples of guest speakers and showcase events

Contributors

Katerina Psarikidou

Date

May 8, 2024

Description

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.

Language

English

Speaker Bios

Sir Mark Lowcock, KCB

British economist and Senior Fellow at the Centre for Global Development. He served as the United Nations Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator between 2017 and 2021. Previously, he was the Permanent Secretary of the UK Department for International Development (DFID) from June 2011 to September 2017. He has written opinion articles for national and international newspapers and authored two books. He was knighted in 2017 for public service, particularly to International Development.

Jean-Christophe Carteron

President at Sulitest, Board Member of different NGOs, Foundations, and Social enterprise, he is a leading actor in working groups mainly focused on social responsibility for higher education institutions (UN PRME, Globally Responsible Leadership Initiative, SDSN). In charge of the international projects of the SD commission of the Conférence des Grandes Ecoles, he was the French representative of higher education at the Rio + 20 summit in 2012 and became special advisor of what will become the most important voluntary contribution of this summit: HESI. Passionate about systemic approaches and convinced of the central place of education, he co-founded Sulitest.

Sir Anthony Seldon, FRSA, FRHistS, FKC

Leading educationalist, adviser to 10 Downing Street, Vice Chancellor of the University of Buckingham to 2020, author of "The fourth education revolution reconsidered: will artificial intelligence liberate or infantilise humanity?", and founder of the AI in education website www.ai-in-education.co.uk. He has written and edited more than 40 books on education, contemporary history, and politics including biographies of John Major, Tony Blair and David Cameron. He was knighted in 2014 for services to education and modern political history.

Sophia (Hanson Robotics)

The first robot citizen of the world, Hanson Robotics' most advanced human-like robot. A unique combination of science, engineering, and artistry, Sophia is simultaneously a human-crafted science fiction character depicting the future of AI and robotics, and a platform for advanced robotics and AI research.

Sharing Rights

Public

Type

Event

Event Date Range

03-09-2023:31-08-2024

Location

University of Sussex Business School, Falmer, Brighton

Speakers

Please see attached object 3

Description

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.

Title

Examples of guest speakers and showcase events

Contributors

Katerina Psarikidou

Date

June 18, 2024

Description

University of Sussex Business School Seminar Series

Language

English

Sharing Rights

Public

Dear Staff at University of Sussex Business School,

We are excited to reach out to you with an opportunity that promises to enrich our educational community.

Our new Teaching & Learning Series is a platform designed to foster collaboration, share best practices, and tackle the challenges in teaching and scholarship. Your expertise and experience make you an ideal participant for this initiative, and we, as the leaders of the Teaching & Learning Series, would be honored to have you join us.

Share Good Practices

The series will kick off with a focus on sharing effective teaching strategies and methodologies. This is a fantastic opportunity for you to showcase the innovative practices you have implemented in your classroom. Your contributions can inspire and guide your colleagues, helping to elevate the overall quality of our educational offerings.

Discuss Challenges in Depth

Teaching and scholarship are fields that constantly evolve, often presenting new challenges. Our series aims to create a supportive environment where these challenges can be discussed openly and in depth. By bringing together diverse perspectives, we hope to foster a deeper understanding of these issues and collaboratively develop effective solutions.

Collaborate and Demonstrate Leadership

Participation in this series is not just about sharing and learning; it's also an opportunity to collaborate with peers across different disciplines. This cross-pollination of ideas can lead to innovative approaches and new partnerships. Moreover, by actively engaging in these discussions and initiatives, you have the chance to demonstrate and further develop your leadership skills within the academic community.

This year's topics so far

Topic: Creative Podcasting for Project Management - A case study of authentic assessment design
Speakers: Alexandra Pearson and Claire Tingsager
Date: Friday, 15 March 2023
Time: 14:00-15:00
Venue: JUB-G36

Title: The conundrum of attendance in HE
Presenter: Oussama Baher
Date: Thursday, November 30, 2023
Time: 12:00 to 13:00
Location: Jub 115

University of Sussex Business School_ Teaching_Guest Speakers and Show Case Events

Impact Purpose

The University of Sussex Business School is holding a number of 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.

Impact Statement

For example, 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.

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. 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 published

None

Applicable Date Range

May 1, 2022 - Sept. 30, 2024

Owner

Katerina Psarikidou

Contributors

Katerina Psarikidou

Sharing rights

Public

Language

English

Country

United Kingdom

Subjects

Responsible Management Education, Sustainable Development

☑ Topics in various courses at the discretion of the professor

object-id-1093

Type

Learning Object

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.

Description

Module 'Enterprise in the Circular Economy'

Title

Examples of topics in courses

Contributors

Katerina Psarikidou

Date

June 18, 2024

Description

Module 'Enterprise in the Circular Economy'

Language

English

Sharing Rights

PRME Community

UG N1602 module 'Enterprise in the Circular Economy'

Module Convenor: Shova Thapa Karki, Department of Strategy and Marketing

| The module | **Introduction**
This module will introduce the circular economy through a sustainability lens and discuss the role of business in transforming the current economic system.

Global environmental change, degradation of the environment, depletion of natural resources and an increase in social inequalities have heightened concern for the externalities of our economic system. The conventional system of the linear model of production is no longer suitable as a basis for our economy. The UN sustainable development goals have particularly emphasised the need to move towards a more equitable mode of production and consumption and the role of businesses in the transition towards it.

In the last few years, the Circular Economy approach has received increasing attention worldwide from academics, governments, businesses and entrepreneurs as a way to overcome the challenges of the current production and consumption system. The circular economy refers to a systemic approach to redesigning business operations for sustainable economic growth, through effective management of resources by adopting circular flows of materials and reducing and eliminating waste flows.

Module Outline
This module aims to provide an understanding of the circular economy, the potential opportunities for business it generates, and its contribution to sustainable development. It places at the forefront the limitations of the current linear model of 'take, make, dispose', in terms of the depletion of the world's resources, destruction of the environment and diminished social welfare and inequality. It presents the case for the circular economy and its central tenet of reusability of materials and products, and the optimisation of value creation by businesses. The module will focus on business model innovation and the opportunities and constraints for existing businesses in adopting circular business models. These issues will be explored by investigating examples of businesses of different sizes, sectors, as well as national contexts. |
| Module content, topics covered and | Module content covers the following topics: Linear economy; Circular economy; Building blocks of the circular economy; SMEs and circular start-ups; Barriers to the adoption of the circular |

their relevance to RME and SDGs.	economy; Cross-country differences in the implementation of the circular economy. The module integrates the perspectives of UN sustainable development goals (SDGs) throughout the lectures and highlights the role of the circular economy in addressing a number of SDGs, (SDG 2, 3, 7 - 16). The module explores sustainability challenges as a result of the current economic system, the role of businesses and the opportunity provided by the circular economy to transition to a sustainable mode of production and consumption in line with the capacity of nature.
Module learning outcomes.	**Learning outcomes** 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
Assessments	**There are two assignments – practical focussed and theoretical focussed** 1. **Report** – In this assignment, students choose a company and a product that has already adopted circular actions/initiatives and propose new circular economy (CE) actions or solutions. 2. **Essay** – In this assignment, students explore one topic and analyse it in detail using industry examples or activities discussed during the workshop.
Pedagogical innovations	For the first assignment (report), students have to explore an industry, company and product in depth looking at materials, design and end-of life and propose new circular solutions.
Resources	Resources used are reports from industry on circular examples, academic articles, podcasts and webinar from industry, circular entrepreneurs

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Topics in various courses at the discretion of the professor

Impact Purpose

The University of Sussex Business School covers an array of modules that cover different topics on the field of Responsible Management Education and Sustainable Development. For example, as par of the BSc in Business and Management students are introduced to a number of modules aim to equip students with innovative approaches to management in the areas of digitalization, EDI and sustainability. RME and Sustainability cuts across the program's content delivery covered both in standalone modules (e.g., N1574 CSR, Sustainability, and Business Ethics (Y3); N1636 Equality, Diversity and Inclusion (EDI) (Y2)) and modules with specific business-related content/contexts (e.g. N1619 International Negotiations Management (Y3); N1602 Enterprise in the Circular Economy (Y3); N1657 Organizational Psychology (Y2); N1090 Introduction to A&F (Y1)).

Impact Statement

More specifically, there is a number of modules that cover topics related to RME and SDG principles. These include:

Managing Sustainability in Global Value Chains in Y3 has been specifically designed with the aim of introducing students to 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." It covers SDG5 (Gender Equality), SDG8 (Decent Work and Economic Growth), SDG9 (Industry, Innovation and Infrastructure), SDG10 (Reduced Inequalities), SDG12

Date published

None

Applicable Date Range

May 1, 2022 - Aug. 31, 2024

Owner

Katerina Psarikidou

Contributors

Katerina Psarikidou

Sharing rights

Public

Language

English

Country

United Kingdom

Subjects

Sustainable Supply Chain Management, Entrepreneurship, Sustainable Development, Corporate Social Responsibility (CSR)

(Responsible Consumption and Production) and SDG15 (Life on Land).

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, thus speaking directly to the social aspects of the sustainability pillar (e.g., social cohesion, inclusivity, diversity, gender equality, and human rights). This module covers SDG1 (No Poverty), SDG5 (Gender Equality), SDG8 (Decent Work and Economic Growth), SDG10 (Reduced Inequalities), SDG12 (Responsible Consumption and Production), SDG13 (Climate Action), SDG16 (Peace, Justice and Strong Institutions) and SDG17 (Partnerships for the goals).

Enterprise in the Circular Economy meets two fundamental pillars of the SDGs, namely environmental aspects (e.g., preserving and protecting natural resources, ecosystems, and biodiversity) and economic aspects (e.g., sustainable production and consumption patterns, responsible business practices, fair trade, and the equitable distribution of resources and wealth). It covers SDG2 (Zero Hunger), SDG3 (Good Health and Wellbeing), SDG6 (Clean Water and Sanitation), SDG7 (Affordable and Clean Energy), SDG8 (Decent Work and Economic Growth), SDG9 (Industrial Innovation and Infrastructure), SDG10 (Reduced Inequalities), SDG11 (Sustainable Cities and Communities), SDG12 (Responsible Consumption and Production), SDG13 (Climate Action), SDG14 (Life Below Water), SDG15 (Life on Land) and SDG17 (Partnerships for the goals).

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

✓ Courses with RME in the course-level learning goals (excluding PhD)

Type

Learning Object

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

Description

UG Module 'Managing Sustainability in Global Value Chains'

Title

Examples of course syllabi with course-level RME learning goals

Contributors

Katerina Psarikidou

Date

June 18, 2024

Description

UG Module 'Managing Sustainability in Global Value Chains'

Language

English

Sharing Rights

Public

UG N1658 module 'Managing Sustainability in Global Value Chains'

Convenor: Professor Adrian Smith, Department of Management

Managing Sustainability in Global Value Chains is an undergraduate module that introduces students to how businesses and public organisations manage the sustainability of global value chains in the world economy. The role that global value chains play in business performance and economic integration in the world economy, and the challenges that they pose for managing the social (employment) and environmental sustainability of firms, are explored. The module examines theoretical and practical perspectives on the organisation of global value chains and their implications for understanding how employment practices and environmental impacts of global economic activity are managed. It also examines the public policy frameworks that are influencing the social and environmental sustainability of business integration into global value chains.

The module's learning outcomes are as follows:
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

The SDGs that the module maps onto are SDGs 8, 12, and 15 (but also and more tangentially 5, 9 and 10).

With respect to PRME, the module was designed with these in mind:
The module deepens exposure of students on the BSc programme to, and further embeds in the undergraduate curriculum, the Principles of Responsible Management Education in the context of enhancing the understanding of undergraduate students with respect to responsible management practice by:
- 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" (Principle 1).
- incorporating into "academic activities, curricula, and organisational practices the values of global social [and environmental] responsibility" (Principle 2).
- creating "educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership" (Principle 3)."

Topics covered include: managing economic, environmental and social sustainability in global value chains; business responses to sustainability challenges; multi-stakeholder initiatives and their limits; government responses to businesses managing sustainability challenges; sustainability and public procurement; and business sustainability approaches in contrasting global value chains.

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In terms of module resources, two core texts are used: Ponte, S. (2019) *Business, Power and Sustainability in a World of Global Value Chains* (Zed) and Rasche, A. et al (eds) (2023) *Corporate Sustainability: Managing Responsible Business in a Globalised World* (CUP). The module also draws upon materials from a range of business and sustainability initiatives case studies from the Case Centre and elsewhere.

✓ Specific degree programs with RME in the program-level learning goals and assessment rubrics

object-id-1095

Type

Learning Object

Department

University of Sussex Business School

Learning Object Subject

Business School Marking Rubric

Educational Level

UG and PG

Learning Outcome

All

Interactivity Type

Assessment

Description

University of Sussex Business School Rubric

Title

University of Sussex Business School_Object 6_Assessment Rubric

Contributors

Katerina Psarikidou

Date

June 18, 2024

Description

Marking Criteria Rubric

Language

English

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University of Sussex Business School Generic Assessment Criteria

Descriptor	Expected at Level 4 (UG 1st Yr)	Expected at Level 5 (UG 2nd Yr)	Expected at Level 6 (UG 3rd Yr)	Expected at Level 7 (PG)
Knowledge & Understanding — You remember what you have been taught and know when to use it	Understanding of principles, concepts, theories, and terminology	**L4 plus** knowledge of discourse within the context of individual modules	**L5 plus** ability to make justified decisions about validity of principles, concepts and theories and combine approaches from different modules	**L6 plus** ability to combine with approaches from other disciplines in a variety of theoretical and practical contexts
Application — You can make practical use of what you have been taught	Appropriate use relevant theories, concepts and/or techniques from module content to solve/explain familiar scenarios	**L4 plus** application of relevant theories, concepts and/or techniques outside of the context in which they were first studied	**L5 plus** ability to develop viable solutions	**L6 plus** ability to judge between multiple viable solutions
Critical Thinking — You develop your own reasoned view of the relevance and usefulness of what you have been taught	Identification of principles and concepts underlying theoretical frameworks or approaches, identifying their strengths and weaknesses	**L4 plus** recognition of competing perspectives and ability to make justified choices about which approach to take	**L5 plus** ability to identify the possibility of new concepts within existing knowledge frameworks and approaches	**L6 plus** ability to develop new approaches to problems based on theory, methodology or practice
Reading & Research — You can gather reliable and relevant information	Correct referencing and use of reliable sources of information	**L4 plus** undertaking own research /reading, Use of appropriate theoretical models to judge the significance of data collected	**L5 plus** ability to identify patterns and relationships in research and between modules	**L6 plus** ability to design and undertake complex investigations involving conflicting data to address significant areas of theory and/or practice
Presentation & Style — You are able to make your ideas clear in a way that's appropriate to the intended audience	Accurate and effective communication with structured and coherent arguments	**L4 plus** ability to explain competing points of view and ambiguities	**L5 plus** ability to communicate viable solutions	**L6 plus** ability to communicate complex and contradictory information coherently
Teamwork — You are able to work with others	Ability to work effectively within a team and recognize when factors are interfering with team performance	**L4 plus** ability to effectively manage group conflicts	**L5 plus** ability to negotiate in a professional manner and be a proactive resolver of conflicts	**L6 plus** sufficient self-awareness to be able to adapt to different team contexts

Type

Learning Object

Department

Finance and Accounting

Learning Object Subject

MSc Sustainable Finance and Accounting Rubric

Educational Level

PG

Learning Outcome

All - see narrative

Interactivity Type

Assessments

Description

MSc Sustainable Finance and Accounting Rubric

Title

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

Contributors

Katerina Psarikidou

Date

June 18, 2024

Description

MSC Sustainable Finance and Accounting Rubric

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Category	Mark	Check List	Description
High Distinction	**80 +**	High level of reflective learning Advanced knowledge of subject area Critically reflects on established literature and theory Evidence of extensive or intensive and appropriate data collection and analysis Well researched, written and argued in a compelling manner Extensive research-level references New insights emerging from reading research or student's own experiences	The work demonstrates a mastery of the subject that goes well beyond basic reading to critically explore alternative perspectives The argument presented is well developed, complete and coherent, and is written in a compelling manner Perhaps most importantly, an 80+ piece of work is characterised by a spark of creativity, or by new ideas and insights that emerge from the student's reading and experience
Distinction	**70 – 79**	High level of reflective learning Excellent knowledge of subject area Extensive and appropriate use of literature Evidence of extensive or intensive and appropriate data collection and analysis Well argued Arrives at innovative understanding	The work demonstrates excellent understanding of the subject that has been gained through a thorough critical analysis of themes and issues It draws effectively on the relevant literature and concepts to build a comprehensive and cohesive argument Work graded at 70 and above is characterised by persuasive reasoning backed up by appropriate illustrative examples
Merit	**60 – 69**	High level of reflective learning Good knowledge of subject area Uses a range of texts not just text books and including refereed journals Evidence of appropriate data collection and analysis Logically structured and argued Demonstrates learning from the project	The work demonstrates proficient understanding of the subject gained from working with key sources Major themes and debates in the extant literature are recognised and are at least referred to if not taken up completely throughout the project

Type

Learning Object

Department

Finance and Accounting

Learning Object Subject

Sustainainable Finance and Accounting

Educational Level

PG

Learning Outcome

All - please see narrative

Interactivity Type

Delivery and Assessments

Description

MSc Sustainainable Finance and
Accounting Course Structure

Title

MSc Sustainainable
Finance and
Accounting_Course
Structure

Contributors

Katerina Psarikidou

Date

June 18, 2024

Description

MSc Sustainainable
Finance and Accounting
Course Structure

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COURSE STRUCTURE					
FULL TIME					
Module Title	**FHEQ Level**	**Credit weighting**	**Core or Option**	**New or existing**	**If there are option groupings, please detail these**
TERM 1					
Accounting Organisations and Society – SDGs 10,12,13,16 and 17.	7	15	Core		Accounting and Finance
Sustainability Accounting and Reporting – SDGs 5,6,10,12 and 13	7	15	Core		Accounting & Finance
Sustainable Development – SDGs 1, 2, 12,16 and 17	7	15	Core		SPRU
Sustainable Business Finance – SDGs 12 and 13	7	15	Core		Accounting and Finance
TERM 2					
Climate Finance – SDG 13	7	15	Core		Accounting & Finance
Accountability and Ethics - SDG 10, 12, 13, 16 and 17.	7	15	Core		Accounting & Finance
Research Methods	7	15	Core		Accounting & Finance
Entrepreneurial Finance	7	15	Option		Management
Ethics and Organisation: Responsibility and Justice	7	15	Option		Management
Corporate Governance	7	15	Option		Accounting & Finance
Energy, Policy and Sustainability – SDGs 7, 12 and 13.	7	15	Option		SPRU
TERM 3					
Research Project – SDGS 10,12 and 13	7	45	Core		Accounting & Finance

Description of degree programs with RME in the program-level learning goals and assessment rubrics

Impact Purpose

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

The principles of Sustainable Development and Responsible Management Education are explicitly given in the title of 5 PG degree programs: 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 programs with SD and RME in their learning outcomes. These are the following:

Undergraduate Programs

· BSc Business and Management (LO3: Understand the importance of acting ethically and responsibly (at both the individual and organizational levels)

· BSc Accounting and Finance (LO3: Demonstrate ethical and socially responsible behaviors)

· 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 organizational levels)

Postgraduate Programs

· MSc Fintech Risk and Investment (LO5: Demonstrate critical awareness of situations in which ethical matters and

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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 behavior in research, consultancy and public policy)

The University of Sussex Business School has an Assessment Rubric that runs across all school programs (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, therefore, in the above modules, clearly assessing students' learning in relation to SD and RME LOs.

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) are also available to ensure the provision of

adequate information and guidance to both students and staff with regards to assessment criteria and feedback provided. To ensure fairness in marking processes, there is also a university-wide dedicated Staff and Student Hub space on assessment rubrics: https://staff.sussex.ac.uk/teaching/enhancement/support/assessment-design/rubrics-and-grading-forms

Impact Statement

The MSc Sustainable Finance and Accounting 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**

· 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 – **SDGs 12, 13, 16 and 17**.

· 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. – **SDGs 4, 5, 6, 7, 10 and 13**.

· LO3 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.**

· LO4 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.

· 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. - **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 course have been prepared in alignment with the QAA's Characteristics Statement for Master's degree. The modules offered on the course build on the knowledge acquired by students as part of their undergraduate degree in accounting and finance or a ug 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 module

in the spring term. The course 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 modules 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 modules offered on this course 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 modules. The module 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 course is constituted of a combination of existing and new modules. The existing modules 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 modules offered on the course- Climate finance, sustainability accounting & reporting and Sustainable Business Finance have been specifically tailored to achieve the course learning outcomes. One of the key module on the course, Sustainable Business Finance incorporated Generative AI into an assessment on the module which was highly appreciated by the students on the course.

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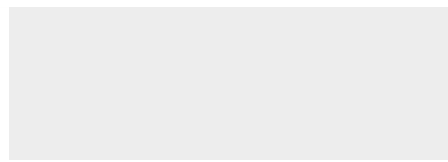
☑ The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

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

Impact Purpose

As also given the University of Sussex Business School most recent 2021/2022 Education and Students Strategy Refresh, the Business School's mission is to develop current and aspiring leaders who will champion critical and original thinking. Our overarching aim is to promote an inclusive learning journey for students through a research-informed programme of study in an educational environment that encourages all students to flourish. The text below provides an overview of activities through which our school delivers its purpose in practice.

Impact Statement

As also given the University of Sussex Business School most recent 2021/2022 Education and Students Strategy Refresh, the Business School's mission is to develop current and aspiring leaders who will champion critical and original thinking. Our overarching aim is to promote an inclusive learning journey for students through a research-informed programme of study in an educational environment that encourages all students to flourish.

Our portfolio of programmes, both on campus and online, reflect the School's research and teaching strengths. We work with our stakeholders to review and develop programs that reflect these strengths whilst ensuring the overall portfolio is resilient to sudden changes in student recruitment e.g. ODL programmes recruited strongly 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. Student success is monitored to ensure that award gaps are substantially reduced

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and barriers to achievement are removed e.g. through inclusive curriculum practices. We foreground the development of employability and digital skills in our curriculum and through professional placements to ensure our students are truly world ready. We have expnded the range of professional accreditations, and we seek relevant opportunities to offer micro-credentials embedded into our programmes e.g. Bloomberg Markets Certificate.

Formative and summative assessment feedback are intended to enable 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 own journey. 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 course 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 work with students to explore opportunities and support their decision-making and wellbeing. The Student Academic Success Advisors provide academic skills resources, training, and advice throughout the student journey. Faculty student hours support module and programme specific academic skills and decision-making processes. By expanding our collaboration work with students

further across our educational activities we further embed the student voice.

The UN Global Compact and our adoption of the Principles of Responsible Management Education (PRME) infuse our activities across research, engagement, and teaching. We will continue to embed sustainability within the curriculum and ensure linkages are transparent at a module level through module templates.

The School adopts pedagogy that supports its vision of being a leading business school that collaborates across disciplines to shape global issues in business, management, and society, making an impact on policy, practice, and people. The School offers degree programmes at postgraduate level which have sustainability embedded in all modules with the aim of equipping students with skills that would enable them to flourish in their chosen careers.

In addition, SDG goals are embedded in about 95% of compulsory modules taught at PG level to ensure that students have an awareness of these goals and their role in minimising the impact of these challenges as future global leaders. As part the School's annual course review process, the School monitors its degree offerings to ensure that there is some form of alignment with PRME/SDG and that teaching is delivered using high quality cases that encourage students to consider a wide variety of issues and stakeholders when making business decisions, including social and environmental impacts.

The School as part of its commitment to PRME/SDG, encourages staff to incorporate relevant aspects of the 17 SDGs in their course/module virtual learning portal. This is important as it ensures that all students have an awareness of these goals in the first instance. In addition, it allows students to identify or choose optional modules that are of particular interest based on the focus of the module. For example, on the MSc Sustainable Finance & Accounting Degree, options available to students include Corporate governance, Ethics and Organisations, Energy Policy, and Sustainability amongst others. Students on this programme are taught to critically evaluate potential investment projects, how organisations can embed

sustainability into strategy by changing business models, investing for long-term value creation, and accounting for sustainability and how to use good corporate governance to sustainably improve business performance, and the ethical responsibilities of businesses.

In addition, the School uses a work based experiential learning platform that allows staff to identify sustainability-focused real industry projects that students work on to provide them opportunities to apply what they have learnt in the classroom to real world problems.

The example of the MSc Sustainable Finance and Accounting provided above gives an example of the way the School's RME- and SDG-ingrained pedagogical approaches are also taken further at a program-level (please see response to previous question).

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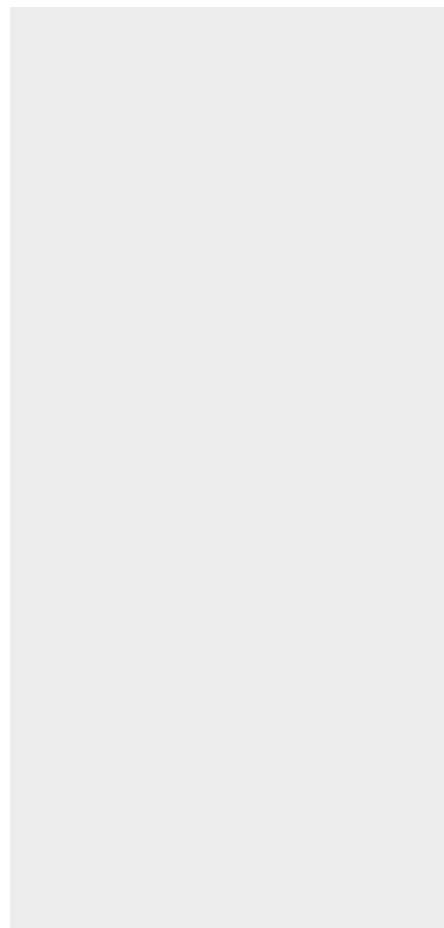
RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Description of the business model with RME in all educational efforts

Impact Purpose

The University of Sussex Business School is currently undertaking a number of 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.

Impact Statement

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

1.   Sulitest TASK Certificate

The University of Sussex Sustainability Strategy 2021 states that the UoS should Include sustainability in all degrees. To achieve the UoS sustainable strategy and to achieve one of the Business School Learning Competencies (Be responsible students and citizens), the UoS Business School have implemented the Sulitest TASK Certificate in an attempt to embed a culture of sustainability and make sustainability a common language within the school. The TASK Certificate is the first international certificate of sustainability knowledge (The Assessment of Sustainability Knowledge - TASK), from Sulitest. Sulitest are now a partner with UK & Ireland PRME.

As stated by Sullitest (2023), the TASK Certificate enables students and individuals to understand and demonstrate their knowledge of sustainability; will enable universities and companies to measure the level of sustainability knowledge, to inform strategy, and demonstrate impact; and finally, will provide relevant, robust and comparable data on sustainability knowledge to

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Ranking and accreditation bodies. The TASK Certificate is recognised by accreditation bodies, for example the QS rank have a question specifically asking about sustainability and whether the TASK Certificate is offered within an institution.

The UoS Business School has made a financial commitment to offer the TASK Certificate for the next three years to all students. The requirement from Sulitest is that at least 75% of UG and PG (Masters) graduating students will 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 fits neatly into the mission of the University of Sussex and University of Sussex Business School, to be one of the most sustainable universities and Business Schools in the world. An important cornerstone to achieve this is the adherence to the Principles of Responsible Management Education. Carbon Literacy training is an integral element of this.

During the Spring of 2023, employees of the Professional Services department of the University of Sussex Business School followed a carbon literacy training course. The University of Sussex Business School undertook a study to understand the impact of Carbon Literacy Training to its professional staff services.

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 CO_2 emissions, and 3) facilitated the collaborative development of potential solutions to minimise it. The resultant

action plan is now considered for implementation. However, the study also found that the training had a limited impact on knowledge advancement and understanding of work-related decisions on CO_2 emissions. We believe that this is the result of 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 cultivating 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 VLE page on Sustainability that is embedded in the VLE page of all courses across all school programs. Aim of this Sustainability VLE page is to encourage SDG integration in the design of all courses, and help students understand the relevance of their learning to Sustainable Development Goals.

The School has also devised a tool for mapping SDGs against all courses within each UG and PG program. This tool has led to the development of program-level databases, which have helped map SDGs across all programs at a school level.

4. Festival of Sust(AI)nable Education

The University of Sussex Business School organised the Festival of Sust(AI)nable Education, a conference that aims to bring USBS educators together to explore the intersections between sustainability and AI in the future of Higher Education. The conference included a number of invited talks by distinguished experts on the field (see objects 1 and 2), as well as a number of 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, an interactive 3-hour workshops that helps understand the causes and consequences of climate change and discuss how our individual or collective action can lead to systemic change.

The workshop is based on a 42-card game. Each card represents an element, a cause or a consequence of climate change. In teams, guided by your facilitator, you are encouraged to find the cause-effect relationship between the different components of climate change. Collective intelligence will get you from one deck of card to the next! This step-by-step reconstruction provides keys to understand the complexity and develop an overview of climate change.

Climate Fresk is an excellent opportunity to understand the key elements of climate change and what you can do to be part of the solution. No previous climate knowledge is needed.

6. COIL (Global Classroom) programs

The University of Sussex Business School aspires to increase the number of UG students with a meaningful international experience as part of their studies, such that the students will have had at least one such experience, an experience which may include internationalisation at home.

COIL or else Global Classroom has been identified as an initiave that could support students learning while meeting the School's broader sustainability and decarbonisation objectives. COIL was piloted in 2022/23 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/IAH developments with the University, and where an opportunity arises we will engage. Aside from the UNAM we will extend collaborations with other international universities. Incentivising module convenors to introduce COIL into their module is a key school objective, and the school is investing resources to support such initiatives.
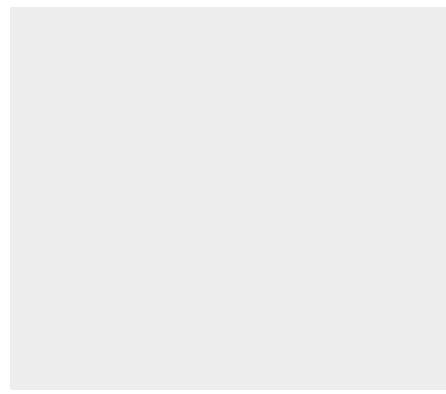
1. The PRME Signatory Member involves the following elements of RME in its research endeavors. Mark all that apply.

☑ Responsibility-related regular research seminars

object-id-1099

Type

Event

Event Date Range

09-10-2023:28-05-2024

Location

University of Sussex Business School

Speakers

Multiple

Description

Seminar Series

Title

Examples of responsibility-related regular research seminars at the University of Sussex Business School

Contributors

Alejandro Luna

Date

June 18, 2024

Description

Language

English

Sharing Rights

Private

Examples of responsibility-related regular research seminars at the University of Sussex Business School

The University of Sussex Business School organises research seminars featuring experts in sustainability from academia, industry, non-profit sectors, and governmental institutions. The USBS organises six relevant seminar series during term time: the Energy & Climate Seminar Series (weekly), the Science Policy Research Unit Freeman Seminar Series (weekly), the Sustainability Mobiliser Seminar Series (quarterly), the Circular Economy Seminar Series (quarterly), the Responsible Business Research Mobiliser Seminar Series (quarterly) and the Science, Politics and Decision Making Seminar Series (quarterly).

Below is a summary of recent seminars from the Energy & Climate Seminar Series:

1. **Hydrogen in the UK: Working Backward from the Future** (John Szabo, 24 Oct) Szabo examines the UK's ambitious hydrogen strategies, highlighting the role of government policies driven by social imaginaries and the political dynamics influencing hydrogen adoption. He discusses how these policies are shaping the future energy landscape, emphasising the need for inclusive institutional evolution.
2. **Social Outcomes of Energy Use in the United Kingdom** (Marta Baltruszewicz, 31 Oct) Baltruszewicz explores the distribution of household energy footprints in the UK and their impact on well-being. Her research reveals the disparities in energy consumption and the social and physical factors contributing to energy poverty, proposing measures to balance energy use with maintaining high well-being.
3. **Six Rules for a Just Energy Transition in the UK** (Ed Atkins, 07 Nov) Atkins addresses the challenges of transitioning to renewable energy in the UK amidst rising energy prices and political tensions. He presents six principles for achieving a fair transition, advocating for community-led initiatives, better job opportunities, and improved energy efficiency.
4. **From Analysing to Detecting Energy Injustices** (Nynke van Uffelen, 14 Nov) Van Uffelen introduces a framework to detect hidden energy injustices, emphasising the need for proactive measures to identify and address grievances. Her approach, based on philosophical concepts, aims to improve policy-making by making unseen injustices visible.
5. **Winning the Transition: Strategic Reorientation Amid Industrial Decarbonization** (Sean McDaniel and Dan Bailey, 21 Nov) McDaniel and Bailey analyse the industrial decarbonisation strategies of France and Germany, highlighting the differences in their approaches to maintaining economic competitiveness while transitioning to sustainable practices.
6. **Challenges in Accelerating Sustainability Transitions** (Karoline Rogge, 28 Nov) Rogge discusses the political, economic, and social challenges of accelerating sustainability transitions, with a focus on e-mobility in Germany and California. Her comparative analysis identifies key obstacles and suggests strategies for overcoming them.
7. **Investing in Our Future: Policy, Finance, and People for a Renewable Energy Transition** (Kirsty Hamilton, 05 Dec) Hamilton reflects on the evolution of renewable energy policies and their impact on investment confidence. She provides insights

from her engagement with finance practitioners and discusses the future of renewable energy investment in light of current global pressures.

8. **New Nuclear and Climate Heating: Do the Metrics Matter?** (Paul Dorfman, 12 Dec) Dorfman evaluates the role of new nuclear energy in the climate crisis, presenting a comprehensive analysis of the political, economic, and social challenges associated with nuclear energy adoption and its implications for sustainable development.

9. **Working from Home and Energy Demand** (Yao Shi, 30 Jan) Shi investigates the impact of teleworking on energy consumption and carbon emissions. Her research reveals counter-intuitive findings, such as increased non-commute travel and higher home energy use, and identifies factors influencing these trends.

10. **Low-Carbon Transitions in the UK Steelmaking, Petrochemical, and Oil Refining Industries** (Julian Gregory, 6 Feb) Gregory compares the decarbonisation efforts of the UK's steelmaking, petrochemical, and oil refining industries, highlighting the varying speeds of transition and the factors influencing their progress.

11. **The Ongoing Battle for the Electrification of Heating in the UK** (Richard Lowes, 20 Feb) Lowes examines the challenges and policy struggles in transitioning the UK's heating sector to electric heat pumps, emphasising the need for active management of incumbent fossil fuel companies to achieve the necessary scale of change.

12. **Twenty-Five Years Under the Wind Turbines in Oaxaca, Mexico** (Gerardo A. Torres Contreras, 27 Feb) Contreras analyses the socio-economic impacts of wind energy projects in rural Mexico, focusing on land control and social differentiation resulting from long-term land-based income shifts.

13. **Power Failure** (Anthony White, 05 Mar) White critiques the current British Wholesale Electricity Market, arguing for alternative commercial arrangements to ensure clean, secure, and affordable electricity supplies.

14. **The Political Economy of Fossil Fuel Subsidy Reform in Developing Countries** (Neil McCulloch, 12 Mar) McCulloch discusses the political challenges of reforming fossil fuel subsidies, offering insights from various countries on how to reduce these subsidies to mitigate environmental harm effectively.

15. **The Empirical Realities of Polycentric Climate Governance** (Paul Tobin, 19 Mar) Tobin explores the effectiveness of polycentric climate governance, analysing businesses' climate activities and the success of their involvement in transnational initiatives.

16. **Energy & Digitalisation Mini-Series: Software's Role in Sustainability** (Adam Newman & Oliver Winks, 16 Apr) Newman and Winks highlight the environmental impact of digital solutions and propose strategies to optimise software development to reduce hardware consumption and improve sustainability.

17. **Energy Sector Digitalisation Overview** (Greg Johnston, 23 Apr) Johnston provides an overview of the UK energy sector's digitalisation journey, discussing key elements and future directions from a policy and regulatory perspective.

18. **Transforming a Synthetic World: The Political Economy of Petrochemical Transitions** (Joachim Peter Tilsted, 07 May) examines the petrochemical industry's political and economic power and the challenges of transitioning away from fossil-based chemicals.

us

UNIVERSITY OF SUSSEX | BUSINESS SCHOOL

19. **Experimenting Our Way to Sustainability? Empirical Evidence from Bergen and Groningen** (Subina Shrestha, 28 May) Shrestha investigates the role of urban experimentation in driving organisational change towards sustainability, drawing lessons from case studies in Norway and the Netherlands.

Examples of responsibility-related regular research seminars at the University of Sussex Business School

Impact Purpose

The University of Sussex Business School organises research seminars featuring experts in sustainability from academia, industry, non-profit sectors, and governmental institutions. The USBS organises six relevant seminar series during term time: the Energy & Climate Seminar Series (weekly), the Science Policy Research Unit Freeman Seminar Series (weekly), the Sustainability Mobiliser Seminar Series (quarterly), the Circular Economy Seminar Series (quarterly), the Responsible Business Research Mobiliser Seminar Series (quarterly) and the Science, Politics and Decision Making Seminar Series (quarterly).

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Date published

None

Applicable Date Range

May 1, 2022 - June 25, 2024

Owner

Alejandro Luna

Sharing rights

Private

Language

British English

Country

United Kingdom

Subjects

Sustainable Development, Sustainable Supply Chain Management, Responsible Management Education

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☑ Responsibility-related conferences

object-id-1100

Type

Event

Event Date Range

11-12-2022:06-09-2023

Location

University of Sussex

Speakers

Various

Description

Conferences at USBS

Title

Examples of responsibility-related conferences at the University of Sussex Business School

Contributors

Alejandro Luna

Date

June 18, 2024

Description

Language

English

Sharing Rights

Private

Examples of responsibility-related conferences at the University of Sussex Business School

Below is a summary of recent conferences. These conferences illustrate the University of Sussex Business School's commitment to sustainability and responsible management education through diverse and impactful events.

1. **International Studies Leadership Conference (11-13 December 2022)**
   - **Title:** Leadership and the Future of Humanity
   - **Highlights:** The conference emphasised sustainability by minimising printing and using a digital program. It featured discussions on leadership and sustainability, reflecting the university's strong sustainability ethos.
2. **Marie Jahoda Annual Lecture 2022 (27 March 2023)**
   - **Title:** Our Earth, Our Future: Reasons to be Cheerful
   - **Keynote Speaker:** Sir James Bevan, Chief Executive Officer, Environment Agency
   - **Focus:** The lecture covered climate change mitigation, adaptation, and other environmental challenges such as waste, water, and flooding.
3. **European Forum for Studies of Policies for Research and Innovation (Eu-SPRI) Annual Conference (13-16 June 2023)**
   - **Title:** Research with Impact
   - **Highlights:** This conference addressed how Science, Technology, and Innovation (STI) policy engages with stakeholders to deliver positive economic and societal impacts.
4. **37th Annual Conference of the British Academy of Management (BAM) (4-6 September 2023)**
   - **Title:** Towards Disruptive Sustainability
   - **Focus:** The conference tackled sustainability in business and management, incorporating local sustainability efforts and offering vegetarian and vegan menu options. Social activities showcased local sustainability projects.

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Date published

None

Applicable Date Range

May 1, 2022 - June 30, 2023

Owner

Alejandro Luna

Sharing rights

Private

Language

English

Country

United Kingdom

Subjects

Responsible Management Education

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PhD-level courses with course-level RME learning goals

Type

Learning Object

Department

University of Sussex Business School

Learning Object Subject

UKFS-CDT Programme

Educational Level

PhD

Learning Outcome

RME

Interactivity Type

Active

Description

UK Food Systems Centre for Doctoral Training (UKFS-CDT) L

Title

UK Food Systems Centre for Doctoral Training (UKFS-CDT)

Contributors

Alejandro Luna

Date

June 30, 2024

Description

The UKFS-CDT focuses on training PhD students to address critical issues in the food system, encompassing various dimensions of health and sustainability. The programme's learning outcomes are structured around four key areas: Healthy People, Healthy Animals, Healthy Environment, Healthy Economy and Healthy Society

Language

English

Sharing Rights

Private

Type

Learning Object

Department

University of Sussex Business School

Learning Object Subject

PhD South-East Doctoral Arc Training partnership (SEDarc)

Educational Level

PhD

Learning Outcome

RME

Interactivity Type

Active

Description

The University of Sussex is a proud participant in the South-East Doctoral Arc Training Partnership (SEDarc), which funds PhD scholarships across various Social Sciences disciplines. Supported by the Economic and Social Research Council, these scholarships cover PhD fees, living allowances, and additional grants for professional development activities, including travel to conferences and placements. SEDarc researchers engage in challenge-led projects within interdisciplinary themes such as Living Sustainably and in Healthy, Thriving Communities, receiving extensive training and career development opportunities. The programme also includes a flexible three-month placement, with the culmination of the PhD reflecting the researcher's training and knowledge exchange experiences. This initiative aligns with the principles of Responsible Management Education (RME) by fostering sustainable practices, ethical research, and social responsibility among doctoral students.

Title

South-East Doctoral Arc Training partnership (SEDarc)

Contributors

Alejandro Luna

Date

June 30, 2024

Description

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among doctoral students.

Language

English

Sharing Rights

Private

Examples of PhD-level course syllabi with course-level RME learning goals

Impact Purpose

The University of Sussex Business School is committed to embedding Responsible Management Education (RME) learning goals across all its PhD programmes. While we are still in the process of integrating these goals into across all our course syllabi, we have already made significant strides through our participation in two exemplary programmes

Impact Statement

1. **UK Food Systems Centre for Doctoral Training (UKFS-CDT)**:

   - As a partner in the UKFS-CDT, we are dedicated to training future leaders in the food system, incorporating RME principles to tackle sustainability and food security challenges.
   - [UKFS-CDT Website](#)

1. **South-East Doctoral Arc Training Partnership (SEDarc)**:

   - Through our involvement in SEDarc, we provide comprehensive doctoral training with a strong emphasis on responsible research and innovation, fostering collaboration and ethical research practices.
   - [SEDarc Website](#)

It is important to note that all PhD projects at the University of Sussex Business School are guided by the university's ethical and responsible research principles, ensuring that all our students engage in research that is both ethical and impactful. These initiatives reflect our commitment to promoting responsible management education, and we are actively working towards extending these principles across all our PhD programmes to ensure that all our students benefit from

Date published

None

Applicable Date Range

May 1, 2022 - June 30, 2024

Owner

Alejandro Luna

Contributors

Alejandro Luna

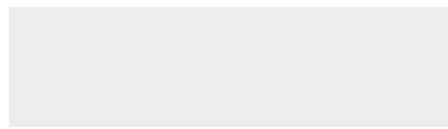**Sharing rights**

Private

Language

English

Country

United Kingdom

Subjects

Responsible Management Education

a curriculum grounded in sustainability and
ethical research.

✓ Faculty members must report their responsibility-related research publications regularly

Statement on Reporting Responsibility-Related Research Publications

Impact Purpose

Requiring faculty members at the University of Sussex Business School to regularly report all their publications, including those related to responsibility and sustainability, enhance transparency, document significant contributions accurately, and align research efforts with the school's strategic goals of promoting sustainable practices and responsible management education. This initiative reinforces USBS's leadership in sustainability research, fosters a culture of accountability, and ensures that our research efforts have a meaningful impact on sustainable development and societal well-being.

Impact Statement

The University of Sussex Business School (USBS) is a research-focused institution with a strong emphasis on sustainability, one of its three core research pillars alongside innovation and policy. Faculty members are deeply involved in research projects and initiatives that directly impact sustainability, influencing their teaching activities, community engagement, and overall impact.

To maintain and enhance our commitment to sustainability, USBS requires faculty members to regularly report all their publications, including those related to responsibility and sustainability. This reporting ensures that the significant contributions of our faculty in these areas are accurately documented and recognised. It also aligns with our strategic goals of promoting sustainable practices and responsible management education.

Our academic career tracks, including Education and Research, Education and Scholarship, and Research Fellows, all support and prioritise sustainability research. Notably, several of our research centres, such as the Sussex Sustainability

Date published

None

Applicable Date Range

May 1, 2022 - June 30, 2024

Owner

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Language

English

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United Kingdom

Subjects

Responsible Management Education

Research Programme (SSRP), the Transformative Innovation Policy Consortium (TIPC), and the Energy Demand Research Centre (EDRC), are entirely focused on sustainability. Additionally, the Bennett Institute for Innovation and Policy Acceleration addresses urgent societal challenges related to climate change and energy justice.

Regular reporting of all publications fosters a culture of accountability and transparency and ensures our research efforts contribute significantly to sustainable development and responsible management.
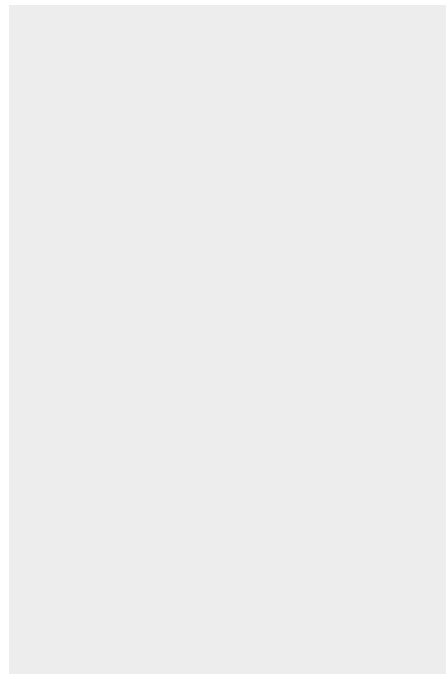
☑ Research funding specifically related to responsibility

Description of research awards for responsibility-related research

Impact Purpose

The University of Sussex Business School (USBS) is deeply committed to promoting responsible and sustainable research through various funding initiatives. Our research centres, including the Digital Futures at Work Research Centre (Digit), the Centre for Inclusive Trade Policy (CITP), and the Sussex Sustainability Research Programme (SSRP), provide small grants to support academic activities focused on sustainability and responsibility. For instance, Digit funds projects like "Crowdwork in the Creative Industry" and "Can Digital Technologies Contribute to Inclusive and Sustainable Fisheries," emphasizing innovative and impactful research.

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A notable example is the SSRP's CarbonMap initiative, which aims to develop the CarbonMap Tool to enhance understanding of carbon sequestration at the farm level. This tool helps farmers make informed decisions that benefit both their businesses and the environment, contributing to the UK's net-zero strategy. Another significant project is "South Coast Sustainability: Capacity Building to Create Sustainable Land Use Systems," which

Date published

None

Applicable Date Range

May 1, 2022 - June 30, 2024

Owner

Alejandro Luna

Contributors

Alejandro Luna

Sharing rights

Private

Language

English

Country

United Kingdom

Subjects

Responsible Management Education

seeks to establish a transdisciplinary research system to address regional sustainability challenges through a network of living labs.

Additionally, the USBS-funded scholarship project "Co-creating a USBS Staff-Student Community on Innovative Teaching and Learning" focuses on building a collaborative community to enhance teaching and learning practices, integrating sustainability and responsibility into the curriculum. These type of efforts are complemented by the Science Policy Research Unit (SPRU) seedcorn awards, with around 30 grants awarded in the last year, all incorporating elements of sustainability. These funding opportunities underscore our commitment to advancing research that addresses critical societal challenges and promotes sustainable development.
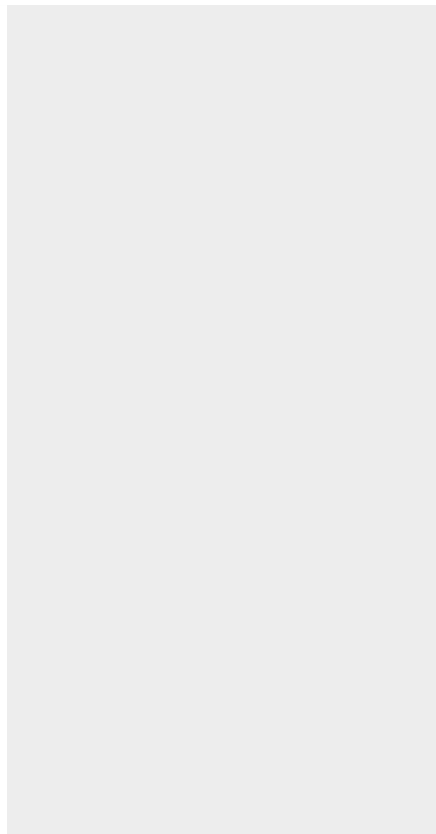
☑ Research awards for responsibility-related research

object-id-1242

Type

Statement

Purpose

Description of research awards for responsibility

Relevant Stakeholders

Alejandro Luna

Title

Description of research awards for responsibility

Contributors

Alejandro Luna

Date

June 26, 2024

Description

Language

English

Sharing Rights

Private

Description of research awards for responsibility-related research

The University of Sussex Business School has received 72 highly relevant research awards out of 293 total, focusing on responsibility-related research. For the purpose of reporting, we have categorised the awards into six key areas, highlighting the school's commitment to addressing global challenges:

1. **Sustainability and Environmental Research** Projects in this category address environmental sustainability and ecological challenges. Research includes sustainable practices, energy efficiency, landscape restoration, circular economies, and industrial decarbonisation to promote sustainable development and reduce environmental impacts.
   - **Example 1:** Addressing the land degradation challenge in Sub-Saharan Africa through interdisciplinary approaches grounded in local knowledge.
   - **Example 2:** Climate-smart dairy: Assessing challenges, innovations, and solutions.

2. **Social Justice, Human Rights, and Inclusive Research** This category combines projects dedicated to protecting human rights, promoting social justice, and ensuring inclusive research practices. Research includes democracy, human rights, decolonising education, reducing modern slavery, and understanding the needs of marginalised communities to create equitable and just societies.
   - **Example 1:** Reducing modern slavery in the health sector's supply chains for personal protective equipment.
   - **Example 2:** Decolonising the geopolitical "map of learning": Locating the university in a global past and present for reparative higher education futures.

3. **Education and Professional Development** This category focuses on enhancing education systems and professional development, especially in under-resourced regions. Projects aim to design effective teacher training programs, foster global educational partnerships, and improve educational outcomes to ensure equitable access to quality education.
   - **Example 1:** Designing and piloting an equitable whole school approach to quality teacher professional development in Rwanda.
   - **Example 2:** Going Global Partnership PAK-UK Education Gateway Mobility Partnership for Students.

4. **Digital Innovation and Technology** Research in this category leverages digital technologies to address societal challenges. Projects include digital tools for infrastructure management, health diagnostics, mental health interventions, and the implications of digital trade on the environment, aiming to create sustainable digital futures and enhance community engagement.
   - **Example 1:** Co-creating an interactive, digital, community exercise platform for older people from ethnic minorities in Brighton and Hove.
   - **Example 2:** Designing the future of cloud emissions data.

5. **Health and Well-being** Projects in this category focus on improving health outcomes and well-being for various populations. Research includes community-based health initiatives, dementia risk prediction, mental health care access, and enhancing children's well-being, aiming to address health disparities and promote holistic well-being.
   - **Example 1:** Dementia risk prediction in areas of social deprivation, incorporating views of key stakeholders.
   - **Example 2:** Linking household benefits, financial precarity, and child welfare.

6. **Economic Development and Policy** This category covers research aimed at fostering economic growth and developing effective policies. Projects evaluate local growth policies, establish partnerships between government and academic institutions, and map product regulations, all with the objective of creating prosperous, fair, and sustainable economic systems through informed policy-making and innovative strategies.
   - **Example 1:** Evaluation of local growth policies to understand their impact on economic development.
   - **Example 3:** Mapping product regulations to ensure compliance and safety in various industries.

Additionally, the remaining awards were framed following the university's guidance in relation to responsible and ethical research. These projects, although not categorised under responsibility-related research, still adhere to the principles of conducting research with integrity, inclusivity, and a commitment to societal well-being.

Summary of faculty-wide responsibility-related research or description of what is requested from faculty members

Impact Purpose

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Impact Statement

 The University of Sussex Business School has received 72 highly relevant research awards out of 293 total, focusing on responsibility-related research. For the purpose of reporting, we have categorised the awards into six key areas, highlighting the school's commitment to addressing global challenges:

1. **Sustainability and Environmental Research** Projects in this category address environmental sustainability and ecological challenges. Research includes sustainable practices, energy efficiency, landscape restoration, circular economies, and industrial decarbonisation to promote sustainable development and reduce environmental impacts.

· **Example 1:** Addressing the land degradation challenge in Sub-Saharan Africa through interdisciplinary approaches grounded in local knowledge.

· **Example 2:** Climate-smart dairy: Assessing challenges, innovations, and solutions.

2. **Social Justice, Human Rights, and Inclusive Research** This category combines projects dedicated to protecting human rights, promoting social justice, and ensuring inclusive research practices. Research includes democracy, human rights, decolonising education, reducing modern slavery, and understanding the needs of marginalised communities to create equitable and just societies.

Date published

None

Applicable Date Range

May 1, 2022 - June 30, 2024

Owner

Alejandro Luna

Sharing rights

Private

Language

English

Country

United Kingdom

Subjects

Responsible Management Education

·   **Example 1:** Reducing modern slavery in the health sector's supply chains for personal protective equipment.

·   **Example 2:** Decolonising the geopolitical "map of learning": Locating the university in a global past and present for reparative higher education futures.

3.   **Education and Professional Development** This category focuses on enhancing education systems and professional development, especially in under-resourced regions. Projects aim to design effective teacher training programs, foster global educational partnerships, and improve educational outcomes to ensure equitable access to quality education.

·   **Example 1:** Designing and piloting an equitable whole school approach to quality teacher professional development in Rwanda.

·   **Example 2:** Going Global Partnership PAK-UK Education Gateway Mobility Partnership for Students.

4.   **Digital Innovation and Technology** Research in this category leverages digital technologies to address societal challenges. Projects include digital tools for infrastructure management, health diagnostics, mental health interventions, and the implications of digital trade on the environment, aiming to create sustainable digital futures and enhance community engagement.

·   **Example 1:** Co-creating an interactive, digital, community exercise platform for older people from ethnic minorities in Brighton and Hove.

·   **Example 2:** Designing the future of cloud emissions data.

5.   **Health and Well-being** Projects in this category focus on improving health outcomes and well-being for various populations. Research includes community-based health initiatives, dementia risk prediction, mental health care access, and enhancing children's well-being, aiming to address health disparities and promote holistic well-being.

·   **Example 1:** Dementia risk prediction in areas of social deprivation, incorporating views of key stakeholders.

·   **Example 2:** Linking household benefits, financial precarity, and child welfare.

6.   **Economic Development and Policy** This category covers research aimed at fostering economic growth and developing effective policies. Projects evaluate local growth policies, establish partnerships between government and academic institutions, and map product regulations, all with the objective of creating prosperous, fair, and sustainable economic systems through informed policy-making and innovative strategies.

·   **Example 1:** Evaluation of local growth policies to understand their impact on economic development.

·   **Example 3:** Mapping product regulations to ensure compliance and safety in various industries.

Additionally, the remaining awards were framed following the university's guidance in relation to responsible and ethical research. These projects, although not categorised under responsibility-related research, still adhere to the principles of conducting research with integrity, inclusivity, and a commitment to societal well-being.

Other types of research support for faculty or PhD students

Impact Purpose

The University of Sussex Business School (USBS) offers a wide range of research support for faculty and PhD students to foster academic excellence and innovation

Impact Statement

The University of Sussex Business School (USBS) offers a wide range of research support for faculty and PhD students to foster academic excellence and innovation. Key support initiatives include:

1. **Sussex Sustainability Research Programme (SSRP) Seedcorn Grants**:

   - These grants provide initial funding for early-stage research projects focused on sustainability, enabling researchers to develop their ideas and secure larger funding.
   - SSRP Funding

1. **First Grant Accelerator Programme**:

   - This programme helps early-career researchers and PhD students to secure their first major research grant by providing structured guidance and support.
   - First Grant Accelerator Programme

1. **Grant Writing Workshops**:

   - These workshops are designed to enhance the grant writing skills of researchers, offering practical advice on crafting successful grant proposals.

Date published

None

Applicable Date Range

May 1, 2022 - June 30, 2024

Owner

Alejandro Luna

Contributors

Alejandro Luna

Sharing rights

Private

Language

English

Country

United Kingdom

Subjects

Responsible Management Education

- [Grant Writing Workshops](#)

1. **Early Career Researcher (ECR) Events**:

   - Organised by the Sussex Researcher School, these events provide networking, training, and development opportunities tailored for early-career researchers.
   - [ECR Events](#)

1. **LearnUpon/Organisational Development (OD)**:

   - This online platform offers a variety of professional development courses, helping researchers to enhance their skills and advance their careers.
   - [LearnUpon/OD](#)
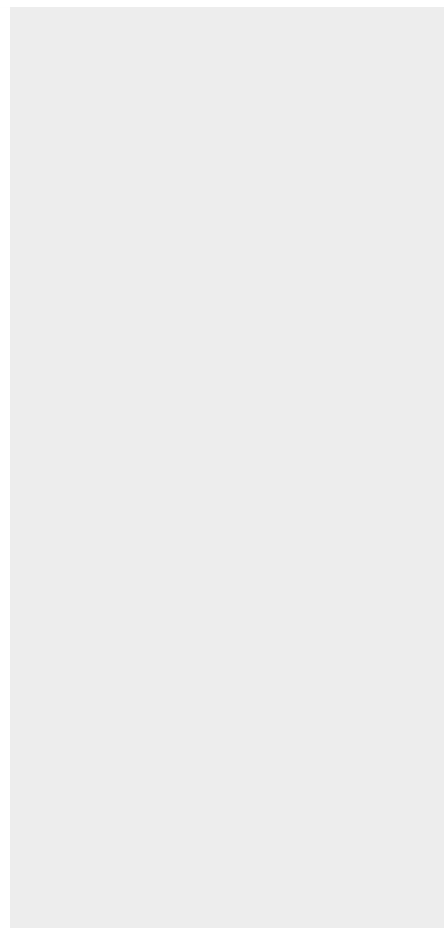
1. The PRME Signatory Member partners with business, government, civil society and academia to advance responsibility-related education, research, or practice in the following ways. Mark all that apply.

☑ Informing: knowledge translation and dissemination

Type

Public Media

Author

Citizens Advice Project

Degree Of Recognition

Local

Media Name

https://sussexlaw.clinic/clinic/citizens-advice-project/

Media Type

website

Duration

1

Published Date

2024-01-01

Title

Example of Partnership Project focused on Informing

Contributors

Madina Tash

Date

July 1, 2024

Description

The Citizens Advice Project is an exciting collaboration between the University of Sussex and Citizens Advice in West Sussex (North, South, East). Citizens Advice Bureaux offer generalist advice on a full range of issues that affect local communities.

Language

British English

Sharing Rights

PRME Community

Description of partnering activities that involve informing

Impact Purpose

The University of Sussex project in partnership with Citizens Advice Bureau is an initiative designed to engage students in providing valuable advisory services to the local community. This project serves multiple purposes, primarily focusing on informing and assisting community members.

Students, often supervised by faculty and professional advisors, offer guidance on legal issues, financial matters, and social services. This includes advice on housing, employment, debt management, and benefits.Community members can access accurate, up-to-date information that might otherwise be difficult to obtain.

The project organizes workshops and seminars on " / various topics relevant to the community. These events help inform residents about their rights, available resources, and ways to navigate complex systems.Examples include sessions on tenant rights, budgeting and financial planning, and understanding employment contracts.

Impact Statement

Through outreach activities, the project raises awareness about important issues and available support services. This includes distributing informational materials and engaging in conversations with community members.Outreach can be conducted through community centers, local events, and online platforms, ensuring broad accessibility.

By providing knowledge and resources, the project empowers individuals to make informed decisions about their lives. This can lead to better outcomes in areas such as housing stability, financial security, and employment rights.Empowered community members can also share their knowledge with others, creating a ripple effect of informed citizens.

Community members can gain valuable skills through their interactions with the project, such as how to access and utilize public services, understand legal documents, and manage personal finances. These skills contribute to the

Date published

July 1, 2024

Applicable Date Range

Jan. 2, 2023 - Jan. 1, 2025

Owner

Madina Tash

Contributors

Madina Tash

Sharing rights

PRME Community

Language

British English

Country

United Kingdom

Subjects

Local Community, Partnership

overall resilience and self-sufficiency of the community.

Students involved in the project contribute to the community while gaining practical experience and skills in areas such as legal advice, social work, and public administration.

This hands-on involvement not only benefits the community but also enriches the students' educational experiences and prepares them for their future careers.
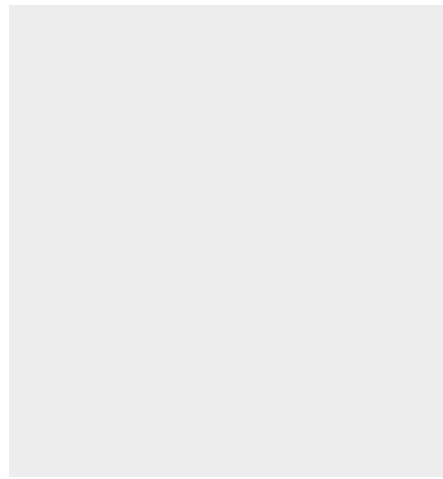
☑ Dialoguing: bilateral or multilateral conversations with external communities

Description of partnering activities that involve dialoguing

Impact Purpose

The award-winning Agricultural Voices Syria (AVS) project is promoting sustainable agricultural practices in Syria through an innovative series of podcasts for farmers – the first of their kind in a conflict zone.

During the Syrian war, the country's agriculture sector suffered major setbacks, including the collapse of support services for farmers. Dr Mirela Barbu (Management), together with Professor Martin Spinelli (Media), collaborated with the Syrian Academic Expertise NGO and the Council for At-Risk Academics (Cara) to fill this critical gap. Combining their expertise in global value chains, podcasting and agricultural practices, the team helped set up the AVS podcast to support Syrian farmers, improve food security and livelihoods, and aid the country's recovery.

Impact Statement

One of the most critical impacts that the Syrian armed conflict had on agriculture was the collapse of extension services for farmers, which before 2011, were provided by the government. The transition to a free-market economy has added further challenges.

Agricultural Voices Syria aims to address these difficulties by promoting capacity building. It provides Syrian agricultural experts living in Turkey and Syria with knowledge and new media to sustain farmers in northwest Syria. The experts provide a podcast series that is accessible to those working in the Syrian Agricultural Sector.

The project won Emerald Publishing's Real Impact Award for Interdisciplinary Research, an award designed to 'recognise an innovative research project that promotes action on the UN SDGs and global challenges'. More than just a podcast, AVS is now being developed as a broader communication platform for local

Date published

June 28, 2024

Applicable Date Range

June 1, 2021 - June 1, 2023

Owner

Madina Tash

Contributors

Madina Tash

Sharing rights

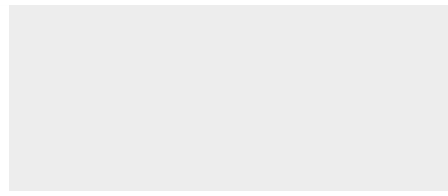PRME Community

Language

British English

Country

United Kingdom

Subjects

Sustainable Supply Chain Management, Partnership in Conflict Zone

and international actors working to achieve food security in northwest Syria. The project is helping to address SDGs 2 and 12.

☑ Problem solving: joint problem-solving with external partners in a purposeful relationship

Description of partnering activities that involve problem-solving

Impact Purpose

The NNN1 Consultancy Project offered to MSc students as an alternative to a traditional dissertation is based a partnership between the University of Sussex Business School and. businesses. Students are involved in a range of consultancy projects - both within programmes and extra-curricular - that engage external organisations in meeting a challenge or solving a problem. The consultancy project component of two degrees- MS Management and MS International Business and Development - allow students to work with organisations on live problems.

Looking to elevate your organization and bring it to the next level? Bring on students from MSc Management at the University of Sussex Business School to be your student consultants, using project-based experience. The Consultancy Project is an optional module offered only in the course MSc Management and MSc International Business and Development. It aims to provide students who are interested in undertaking a different type of dissertation with the opportunity to be involved in addressing a request raised by a real business/ organisation. From this perspective, the Consultancy Project is similar to a project prepared by consultants when addressing a client request. Students will work on one main project over three months, connecting with you with virtual communication tools as needed. Students will work in teams under close supervision.

PROJECT TIMELINE

-
  - **June 9, 2024**
  - Experience start
-
  - **June 21, 2024**
  - Kick-off meeting
-

Date published

June 28, 2024

Applicable Date Range

June 9, 2024 - Sept. 1, 2024

Owner

Madina Tash

Sharing rights

PRME Community

Language

British English

Country

United Kingdom

Subjects

Responsible Management Education, Partnership, Student Experiential Learning

- **August 30, 2024**
- Presentation of recommendations to the clients
-
- **September 16, 2024**
- Delivery of the Consultancy Report
-
- **September 16, 2024**
- Experience end

Learning Skills: Project planning, Business consulting, Business strategy, Data analysis

DELIVERABLES

At the end of August students produce recommendations to the company in the form of a PowerPoint presentation. The Consultancy Report is submitted to the University of Sussex Business School by mid-September and made available to the company soon afterwards.

Impact Statement

Example of a consultancy based project:

Students in groups of 3-4 will work with your company to identify your needs and provide actionable recommendations based on their in-depth research and analysis.

Project activities that students completed in previous years:

- Develop digital marketing strategies for a sustainable online fashion start-up.
- Identify ways to support the acceleration of SDGs in certain countries, focusing on actions targeting environmental sustainability and biodiversity conservation (SDGs 13, 14, 15, 16, 17).
- Prepare a plan for expanding and growing product sales overseas for a well-established pet food supplier.
- Design expansion strategies for a B2B company that targets

Chinese publicly traded tech companies.

- Develop a new service for the contaminated land remediation sector based on multi-source environmental datasets. Identify means of improving and accelerating the assessment of brownfield sites so that practitioners, site owners, and public bodies can robustly and rapidly complete site appraisals.
- Use a pilot project to test a new technology that takes a deep green approach to enable communities, companies, and cities to collaborate to create a sustainable future.
- Develop an action plan to target and influence businesses to use value-based segmentation models alongside video-based research to gain strategic insight that will increase their sales.
- Identify new customers and understand how to engage them with specific brands and products. Develop a strategic marketing plan and find effective ways of turning customers into brand advocates.

Consultancy-based projects offer a rich, multifaceted learning experience that enhances students' academic, professional, and personal development. These projects prepare students for employment by providing them with practical skills, industry exposure, and valuable networking opportunities.

☑ Acting: working collaboratively to enact change

Description of partnering activities that involve acting

Impact Purpose

The University of Sussex Business School is partnering with Shoreham Port, two local Councils and a range of industrial partners to plan a wide-ranging decarbonisation strategy. The work is funded by UKRI and is intended to be a vanguard project for wider industrial decarbonisation in the UK. The work builds on close working partnerships and a long history of research on project delivery led from the School.

Shoreham Port was founded in 1790 and now houses over 175 firms on a 110 acre industrial site. These firms include major local industrial actors such as Barrett Steel, ArcelorMittal, Aggregate Industries, Tarmac, Cemex, and Local Fuels. 800 Heavy Goods Vehicles move through the port each day, and it has its own 420MW combined gas turbine plant, as well as connections to Rampion, a 400MW off-shore wind farm. The aim of the project is to substantially decarbonise the port, while creating broader beneficial social impacts for the local community.

Impact Statement

The Business School is partnering with Ricardo PLC – a leading international engineering consultancy – on the project development. This builds on the work of Prof. Andrew Davies, who has led major research projects on enabling innovation in major projects, including the innovation strategy for the trans-London CrossRail project. He has extensive experience running large collaborative research projects, having led the 11 University, 13 Government Departments ESRC-funded 'Better Government Projects' research project, which was part of the UK Government's Cabinet Office.

Using a combination of research methods, including international comparative methods, the research is reviewing the developing project plans and collaborating with the industrial partners to develop both

Date published

June 28, 2024

Applicable Date Range

Oct. 2, 2023 - Dec. 31, 2024

Owner

Madina Tash

Sharing rights

PRME Community

Language

British English

Country

United Kingdom

Subjects

Partnership, Corporate Social Responsibility (CSR), Decarbonisation

firm level and local industrial eco-system level implementation plans, that will enable the effective decarbonisation of the port. This builds on research experience built up in the collaboration with the UK Government Cabinet Office on building innovation, continuous improvement and organisational learning into major projects, and ensuring that the 'front end' of a project is set up in a way that enables longer term success.

The project extends existing research and engagement collaborations with local Councils and will feed into their own decarbonisation and economic development plans.
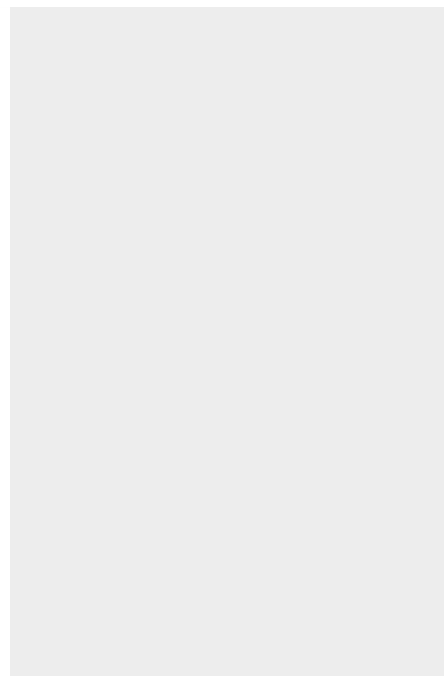
☑ Governance: formalized rules of engagement that governs the type of resources exchanged, the desired outcomes or impacts, etc.

Examples of formal governance structures for partnering

Impact Purpose

The University of Sussex Business School has the ability and autonomy to enter into partnering agreements with third parties to support its strategic aims. Aside from individual research projects that involve third parties, the School has used its major research centres as a mechanism to generate extensive collaborations with companies. It also uses its Advisory Board to catalyse collaborations.

Impact Statement

Our links with Evershed Sutherland (law firm) led to their involvement in our ESRC-funded project, DIGIT. Eversheds Sutherland was interested in our research on the interaction of the casualisation and digitalisation in the workplace and how this might affect future employment law. A partner at Eversheds is on the School Advisory Board.

Digit has been established with an investment from the Economic and Social Research Council (ESRC), commencing in January 2020 for five years.

The centre is co-directed by Professor Jacqueline O'Reilly (The University of Sussex Business School) and Professor Mark Stuart (Leeds University Business School). Additional partners include the Universities of Aberdeen, Cambridge and Manchester in the UK and Monash in Australia.

We also work with a range of commercial and not-for-profit organisations to advise on the coproduction of research outputs to inform academic knowledge, business practice and policy reform. See Knowledge Exchange Partners.

In 2024, the Institute for the Future of Work (IFOW) joined our Centre as a partner. The IFOW will support our policy engagement activities over the final year of our current five-year research programme.

Date published

June 28, 2024

Applicable Date Range

Sept. 1, 2020 - Dec. 31, 2025

Owner

Madina Tash

Contributors

Madina Tash

Sharing rights

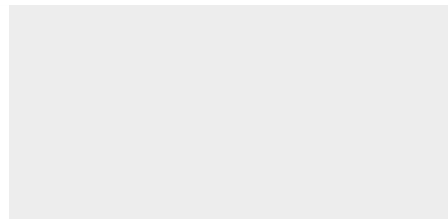PRME Community

Language

British English

Country

United Kingdom

Subjects

structures for partnering

Further information about the partnership is available via this link https://digit-, research.org/news_article/digit-launch/

2. Indicate below whether your school is accredited, ranked, associated or member of any of the following institutions.

✓ AACSB (Association to Advance Collegiate Schools of Business)

object-id-927

Type

Statement

Relevant Stakeholders

University of Sussex Business School

Purpose

The attached certificate shows current membership

Title

AACSB Initial Accreditation

Contributors

saffron penfold

Date

June 7, 2024

Description

We are currently in the process of gaining initial accreditation with AACSB. We are due to submit out 3rd progress report on the 1st of December 2024.

Language

English

Sharing Rights

Private

THE ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS

CERTIFICATE OF MEMBERSHIP

University of Sussex

University of Sussex Business School

Member since: 2015 | Expires: 06/30/2024

Lily Bi
President and Chief Executive Officer

Alexander J. Triantis
Chair, Board of Directors

AACSB Initial Accreditation

Impact Purpose

University of Sussex Business School are in the process of gaining initial accreditation with AACSB. We will be submitting our 3rd progress report on December 1st and will then have our initial visit within two years of this submission.

We are active members of the community, attending conference and workshops. Attached as an object is our certificate of membership for another year, although we will of course extend our membership far beyond that.

Impact Statement

University of Sussex Business School are in the process of gaining initial accreditation with AACSB. We will be submitting our 3rd progress report on December 1st and will then have our initial visit within two years of this submission.

We are active members of the community, attending conference and workshops. Attached as an object is our certificate of membership for another year, although we will of course extend our membership far beyond that.

Date published

None

Applicable Date Range

June 1, 2015 - June 30, 2025

Owner

saffron penfold

Contributors

saffron penfold

Sharing rights

Private

Language

English

Country

United Kingdom

Subjects

Responsible Management Education

☑ AMBA (Association of MBAs)

Type

Statement

Relevant Stakeholders

University of Sussex Business School

Purpose

The attached certificate shows current membership

Title

AMBA reaccreditation letter

Contributors

saffron penfold

Date

June 7, 2024

Description

University of Sussex hold AMBA accreditation and are currently on a 5 year cycle, meaning our next visit is scheduled for June 2027

Language

English

Sharing Rights

Private
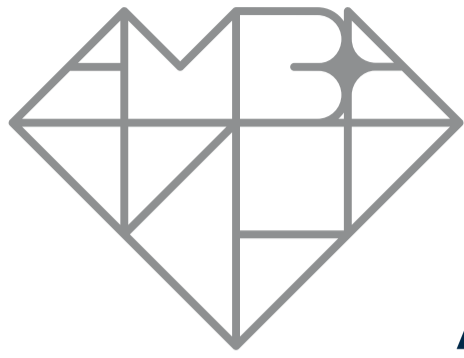
ASSOCIATION OF AMBAs

BE IN BRILLIANT COMPANY

CERTIFICATE OF ACCREDITATION

MBA Portfolio

delivered by

University of Sussex Business School

September 2022

has successfully attained AMBA accreditation.

AMBA is the only MBA-specific global accreditation organisation,
accrediting MBA programmes at the world's leading business schools.

Andrew Main Wilson, Chief Executive
Association of MBAs & Business Graduates Association

Professor Steef van de Velde, Chair
International Accreditation Advisory Board

AMBA five year accreditation

Impact Purpose

University of Sussex holds a five year AMBA accreditation from 2022 - 2027 with out next visit scheduled for the June of 2027.

Impact Statement

University of Sussex holds a five year AMBA accreditation from 2022 - 2027 with out next visit scheduled for the June of 2027.

Date published

None

Applicable Date Range

June 1, 2022 - June 30, 2027

Owner

saffron penfold

Sharing rights

Private

Language

English

Country

United Kingdom

Subjects

Responsible Management Education

☑ EQUIS (EFMD Quality Improvement System)

object-id-929

Type

Statement

Relevant Stakeholders

University of Sussex Business School

Purpose

The attached certificate shows current membership

Title

EQUIS three year accreditation

**Contributors**

saffron penfold

Date

June 7, 2024

Description

University of Sussex hold EQUIS accreditation and are currently on a 3 year cycle, meaning our next visit is scheduled for May/June 2025

Language

English

Sharing Rights

Private

EQUIS ACCREDITED

University of Sussex Business School
United Kingdom

was awarded

EQUIS Accreditation

EFMD accreditation for international business schools

on

1 October 2019

This award was renewed on 25 October 2022

Eric Cornuel
President
EFMD Global

Arnoud De Meyer
Chairman EQUIS
Accreditation Board

Alfons Sauquet
Quality Services Director
EFMD Global

University of Sussex holds a three year accreditation with EQUIS

Impact Purpose

University of Sussex holds a three year accreditation with EQUIS. We are due our next visit in May/June 2025 and have already started the process of engaging with faculty, critical friends and external consultants.

Impact Statement

University of Sussex holds a three year accreditation with EQUIS. We are due our next visit in May/June 2025 and have already started the process of engaging with faculty, critical friends and external consultants.

Date published

None

Applicable Date Range

Oct. 1, 2019 - Oct. 1, 2027

Owner

saffron penfold

Contributors

saffron penfold

Sharing rights

Private

Language

English

Country

United Kingdom

Subjects

Responsible Management Education

☑ Positive Impact Rating

University of Sussex - PIR

Impact Purpose

University OF Sussex Business School looks to engage with the Positive Impact Rating in September/October of this year (2024) and has already been in talks with PIR themselves and student associations within the University who will drive this forward.

Impact Statement

University OF Sussex Business School looks to engage with the Positive Impact Rating in September/October of this year (2024) and has already been in talks with PIR themselves and student associations within the University who will drive this forward.

Date published

None

Applicable Date Range

Sept. 1, 2024 - Aug. 31, 2025

Owner

saffron penfold

Contributors

saffron penfold

Sharing rights

PRME Community

Language

English

Country

United Kingdom

Subjects

Responsible Management Education

1. Has the PRME Signatory Member or its governing parent institution adopted policies that are intended to influence how faculty, staff and students the school's support its commitment to RME? If so, share the adopted policies.

☑ Greenhouse gas emissions

object-id-1125

Type

Policy

Scope

University level

Enforcement Date

2024-02-01

Revision Date

2024-06-01

Number Of Pages

6

Publisher

University of Sussex

Media

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

Title

Policies on greenhouse gas emissions

Contributors

Katerina Psarikidou, Alejandro Luna

Date

June 20, 2024

Description

Decarbonising the Economy_Sussex Policy

Language

English

Sharing Rights

Public

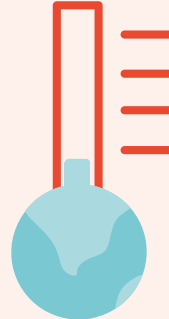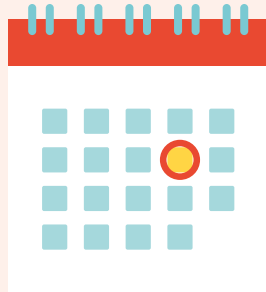# DECARBONISING THE ECONOMY

UNIVERSITY OF SUSSEX

WE WILL REACH NET ZERO BY 2035 THROUGH OUR ACTION PLAN FOR ACHIEVING THIS

We will achieve this objective through four key areas of activity. Firstly, by setting strong aspirational net zero targets. Secondly, by accurately recording and analysing our emissions annually via excellent carbon accounting. Thirdly, by decarbonising our energy infrastructure; and fourthly by creating a more energy-efficient campus through better insulation and energy use. Our key commitments in this area are summarised below and explained in more detail in the remainder of this section.

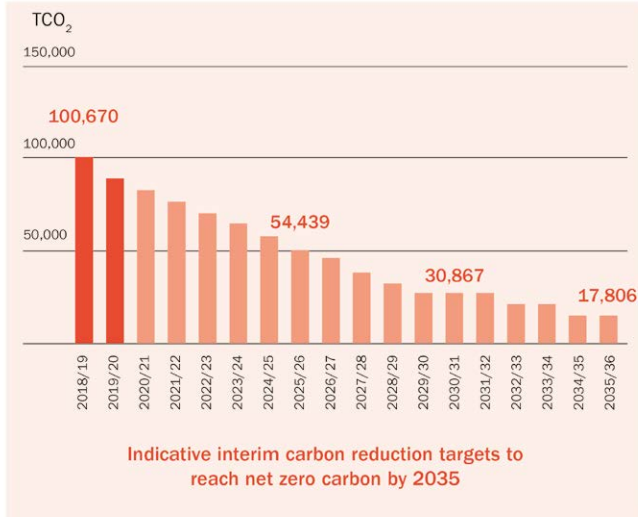## KEY COMMITMENTS: DECARBONISING THE ECONOMY

- Set a target of achieving net zero carbon emissions by 2035, with indicative interim targets for 2025 and 2030

- Set an annual carbon reduction target every August to be monitored as a key performance indicator by Council each year from August 2022

- Put in place more robust carbon-accounting practices and achieve Science Based Targets initiative (SBTi) Net Zero Carbon Standard accreditation by August 2023

- Begin to invest in replacing priority fossil fuel dependent infrastructure with lower carbon alternatives by December 2026, with a first step of producing feasibility studies in each of the following areas by December 2021:

  - Replacement of our Combined Heat and Power Plant with a low carbon alternative

  - Expanding our renewable energy production

  - Creating a new sustainable transport hub

  - Upgrading electric vehicle, scooter and bike charging infrastructure

- Reduce our digital emissions through our IT Network Replacement Project and Cloud-First Policy by December 2024

- Improve the energy efficiency of our campus by:

  - High-level auditing of the energy efficiency of all of our estate by December 2021

  - Producing investment opportunity analysis of the 20% of our most poorly performing buildings and business cases for improvements by 2023

  - Upgrading our Building Energy Management Systems – e.g. automatic heating controls – by August 2022

  - Developing minimum environmental product standards for the furnishings and fixtures that we buy for our estate by December 2022

  - Identifying if there is a business case to move beyond BREEAM Excellent construction standards for new buildings by December 2022

- Introduce new more modern flexible ways of working that can reduce our carbon footprint by 2025.

NET ZERO BY 2035

In February 2021 we completed internal modelling of our current carbon footprint and options for decarbonisation by 2030, 2035 or 2040. We have used this analysis to set a **target of achieving net zero carbon emissions by 2035, with indicative interim targets for 2025 and 2030** that we will review and update annually.

The following graph shows our indicative interim targets for reaching net zero.[1]

TCO$_2$

Indicative interim carbon reduction targets to reach net zero carbon by 2035

Not all net zero targets are the same. We are proud that **our net zero target contains both direct emissions and indirect emissions** caused by our supply chain, financial investments, and the way that our staff and students travel.

The **Green House Gas Protocol** classifies emissions in three ways – known as scope 1, 2 or 3 emissions. Examples of these are given below.

SCOPE 1	SCOPE 2	SCOPE 3
Fuel combustion, company vehicles, fugitive emissions	Purchased electricity, heat and steam	Procured goods services, business travel and communting

Our target means that **we will be net zero for all scope 1, 2 and 3 emissions by 2035**. This puts us ahead of many other organisations who are only committed to being carbon neutral for scope 1 and 2.

Having a clear understanding of our greenhouse gas emissions and stretching SMART (Specific, Measurable, Achievable, Realistic and Timed) targets for reducing them are the key to success. The remainder of the Decarbonising the Economy section of the strategy outlines how we will reduce our scope 1 and 2 emissions, while the subsequent section of the strategy (Civic Leaders and Partners) includes our plans to reduce our scope 3 emissions from travel and the supply chain.

[1] It should be noted that we still expect to have a carbon footprint of 17,860 TCO$_2$ in 2035, which we will either need to compensate for or rely upon new technological solutions arising over the next decade that can enable us to become net zero. We will actively pursue ways to achieve net zero as sustainably as possible, for example, through demand reduction or appropriate carbon sequestration measures.
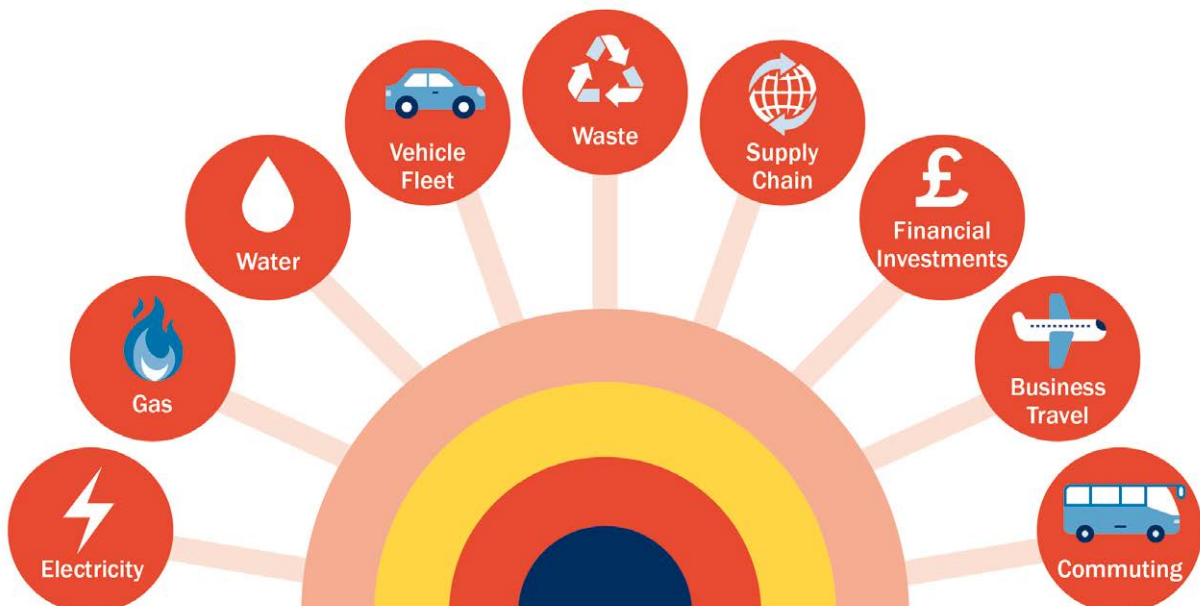
EXCELLENT CARBON ACCOUNTING

We will work with our relevant energy management service partners – currently Sussex Estates and Facilities (SEF) – to **put in place robust carbon-accounting practices** based on the Green House Gas Protocol produced by the World Business Council for Sustainable Development. This will allow us to track our progress towards achieving our net zero target.
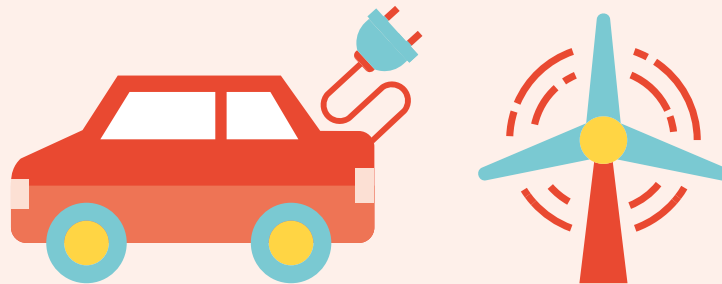
We will ask SEF – in an improved energy management agreement – to **provide an annual report on our carbon footprint** to the Sustainability Committee, chaired by our Vice-Chancellor every February. We will then use these data to agree an **annual carbon-reduction target** for each academic year from August 2022 onwards. Achievement of this annual carbon-reduction target will be a **key performance indicator** that the Sustainability Team reports to the University Council (the highest governing body at the University) each year for scrutiny, challenge and approval.

We recognise that the quality of our carbon accounting will only be as good as the quality of the data that we are collecting to inform it. So, we will **review our current carbon footprint data and produce an improvement plan** by December 2021, which we will implement by December 2022. This means we will review the data quality in relation to our top 10 sources of carbon emissions and put in place an improvement plan for each area. For example, utilising industry best-practice methodologies to calculate indicative emissions from our procurement activity and investments.

In order to ensure that our carbon-accounting policies and procedures are guided by best practice we will also look to **apply to the Science Based Targets initiative (SBTi) Net Zero Carbon Standard accreditation** by August 2022 with an aim to have received accreditation by August 2023. This standard sets out requirements for quantification, reduction and compensation of greenhouse gas emissions for organisations, products and events.

DECARBONISED ENERGY INFRASTRUCTURE

Even if we have the best carbon-accounting system in the world, it will mean nothing if we do not **invest in replacing our fossil fuel dependent infrastructure from the 20th century with modern lower-carbon alternatives**.

This process requires a change in mindset from thinking about what is the cheapest product to buy now in today's world as opposed to what is going to be most cost effective over the life of this strategy. It is about asking what to invest in now to **prevent us from having to pay for expensive carbon offsetting and higher energy costs in the future** because we did not decarbonise early enough.

In setting a net zero target for 2035, we cannot predict where technology will be by then to know all the future decarbonisation avenues available to us. However, we have **identified the four biggest opportunities to decarbonise our infrastructure over the next five years**.

That is why we are committing to working with the **Greater South East Energy Hub** to produce feasibility studies in each of the following areas by December 2021:
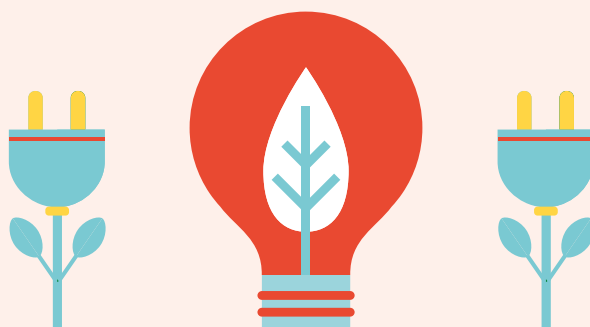
- **Replacing our Combined Heat and Power Plant with a low carbon alternative**

- **Expanding our renewable energy production** through the creation of an additional solar farm

- **Creating a new sustainable transport hub** with bike storage, showers, public transport infrastructure and solar ports

- **Upgrading of electric vehicle, scooter and bike charging infrastructure**.

These feasibility studies will allow us to appraise the best options and solutions in each of these areas. They will also enable us to estimate the relative costs and benefits (both financial and environmental) of each option. This will give us the necessary data to **make appropriate business cases to the University's Capital Programmes Committee and external funders**, such as the Government's Public Sector Decarbonisation Scheme to obtain the budget to begin to **pay for the necessary capital infrastructure investments by December 2026**.

In prioritising the above feasibility studies, it is important to acknowledge that we are not currently looking to decarbonise our existing district heating system. This is because the current system has at least 15 years left to run and it would create perverse carbon impacts if we replaced it at this time. However, we will **commit to replacing our district heating system with a low-carbon alternative by 2035**. We will also regularly review the advances in technology as they arise, and identify any opportunities to retrofit the existing system to become lower carbon.

Finally, we will **reduce our digital emissions** through progression of the Digital Infrastructure Programme, including realisation of our 'cloud first' principle **by 2024** and commit to being at the forefront of low-carbon computing and software techniques within our research.

AN ENERGY-EFFICIENT CAMPUS

While it's great to invest in cleaner energy infrastructure as outlined above, reducing overall energy consumption is usually the most cost-effective way of saving carbon and reaching net zero. That is why **improving the energy efficiency of our campus** is the absolute bedrock of our net zero action plan.

That is why we will **undertake an initial high-level audit of the energy efficiency of all of our buildings** to identify the most cost-effective ways of reducing our energy consumption by December 2021. We will do this using our current contract with Sussex Estates and Facilities (SEF). We will then take these findings to prioritise a **more detailed audit of the 20% of the most poorly performing buildings by 2023** and complete a detailed investment opportunity analysis of the entire estate by 2030. For each audited building we will calculate:

- how energy efficient it currently is compared to similar buildings of its type

- the specific measures (such as improved insulation, double glazing or underfloor heating) that could make it more energy efficient

- how much the improvement would cost

- how much carbon the improvements would save; and

- the payback period (i.e. how many years would it take for the improvement to pay for itself in reduced energy costs).

We will use this audit information to **make regular business cases for funding for energy efficiency improvements** to our Capital Programmes Committee and external grant funders, e.g. the Public Sector Decarbonisation Scheme so that these improvements can be built into our annual maintenance and project plans each year.

These new investments will help us to build on already planned investments totalling £660,000 to complete the first stage of **upgrading our Building Energy Management Systems** – e.g. automatic heating controls – by August 2022.

We will also **develop a register of minimum environmental product standards** for the furnishings and fixtures that we buy for our estate by December 2022. This will allow us to ensure the optimal energy efficiency of everything from our fridges to our taps. We will commit to using these standards every time that we buy and/or replace a fixture or fitting in our building.

We also want to make any new or refurbished buildings on campus as sustainable as feasibly possible. We already require new buildings to achieve the BREEAM Excellent standard in relation to sustainable construction but want to know if we can go even further. That is why we are going to conduct a review of current environmental building standards and **identify if there is a business case to move beyond BREEAM Excellent environmental construction standards by December 2022**.

Finally, we recognise that the way that we use buildings is as important as the technologies and fabric that we introduce. So, we are investigating how we can **introduce more modern flexible ways of working** – including more remote working – that can help **lower our carbon footprint** by August 2025.

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Carbon Management Plan

2021

Approved By:

Allan Spencer, Director of Finance

Introduction

This document summarises the key carbon management commitments that were set out in Sustainable Sussex, the University of Sussex [Sustainability Strategy](#) in June 2021. It has been approved at Executive Board Level by the University Director of Finance, Allan Spencer.

This document is a companion document to the [Decarbonising the Economy](#) section of the Sustainability Strategy, which clearly articulate and demonstrate our strategic commitment and plans to be net zero by 2035 (for scope, 1, 2 and 3 emissions).

Our Commitments

Sustainable Sussex set out our institutional vision to be "one of the most sustainable universities in the world." We committed to doing this by showing "global leadership in demonstrating and promoting all forms of environmental, social and economic sustainability at a local, regional, national and international level."

This included our ambitious target and institutional key performance indicator of being net zero by 2035.

Success to date

This carbon management plan builds on previous institutional successes at reducing the University's carbon footprint. For example:

- ✓ Installing 3000 solar panels in 2017 – creating the biggest solar farm in the UK Higher Education Sector at the time
- ✓ Requiring new buildings to achieve BREEAM Excellent sustainable construction standards
- ✓ Publishing a [Sustainable Procurement Principles Framework](#) as our primary tool for influencing our suppliers and enabling them to demonstrate how they can work together with us to achieve true environmental, social and economic sustainability.

Future Plans

Our Sustainability Strategy and [Annual Sustainability Report](#) make it clear that no matter how much we achieve, there is always more to do. With that in mind, this carbon management plan should be seen as the first step in a far reaching journey to net zero.

That is why the content contained in the plan concentrates on the most urgent and impactful actions that we are committed to take to reach net zero for all our direct and indirect emissions. This will help us to make rapid progress in tackling the climate emergency while we improve the quality of our data via our [Excellent Carbon Accounting](#) commitments, and develop more detailed carbon management plans for realising our decarbonisation ambitions in a manner that is compliant with the Science Based Target Initiative methodology for calculating our emissions.

Our Emissions

Scope

The [Green House Gas Protocol](#) classifies emissions in three ways – known as scope 1, 2 or 3 emissions. Examples of these are:

- Scope 1: Fuel combustion, company vehicles and fugitive emissions
- Scope 2: Purchased electricity, heat and steam
- Scope 3: Procured good and services, business travel and commuting

These emissions are also known as direct and indirect.
Scope 1 are direct emissions. Scope 2 and 3 are indirect emissions.

We are proud that our target of reaching net zero by 2035 includes both direct emissions and indirect emissions caused by all of the following activities.

- Gas
- Electricity
- Business Travel
- Water Supply
- Wastewater Treatment
- Waste
- Fuels
- Procured Goods and Services
- Investments
- Commuting
- Transmission and Distribution
- East Slope

Baseline

Any journey to net zero needs to start from a baseline. Due to the distortions in behaviour caused during the global coronavirus pandemic, the University chose the year 2018/19, to set as a baseline for carbon reduction to be measured against. For **2018/19** our emissions were estimated to be **100,670 tonnes of carbon.** These emissions were broken down as follows:
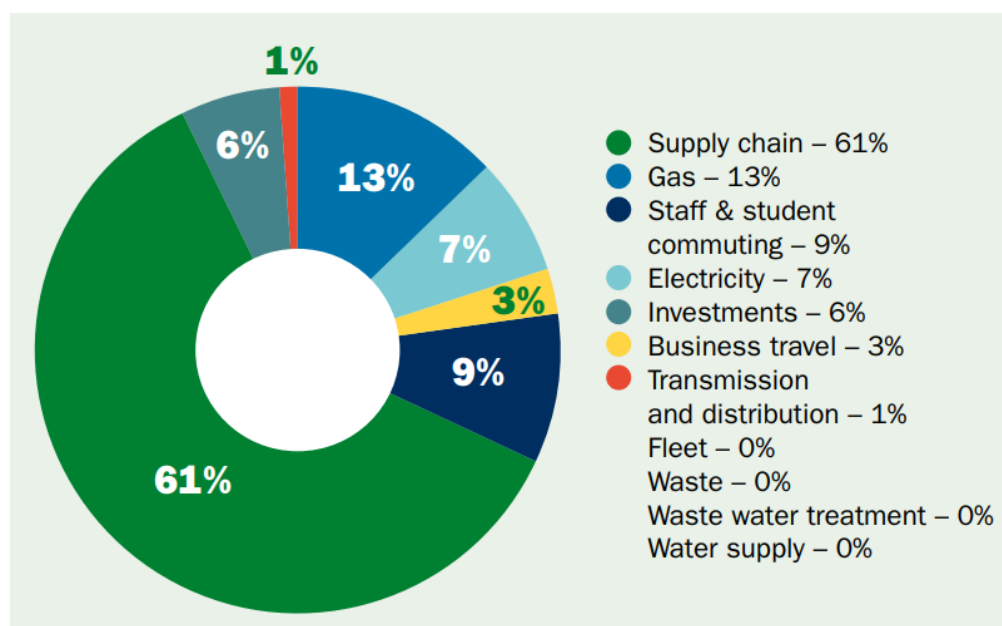
To establish this initial carbon footprint, we used a mixture of both actual and estimated data.[1] A list of the data sources used is provided at Annex A of this document.

Projections to 2035

Based on our own internal modelling the following graph sets out the carbon reduction trajectory we need to follow to meet our net zero target:

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[1] The commitments set out in the Excellent Carbon Accounting section of our Sustainability Strategy set out our plans for improving our carbon management data so that we can rely on more actual data and less estimates and assumptions.
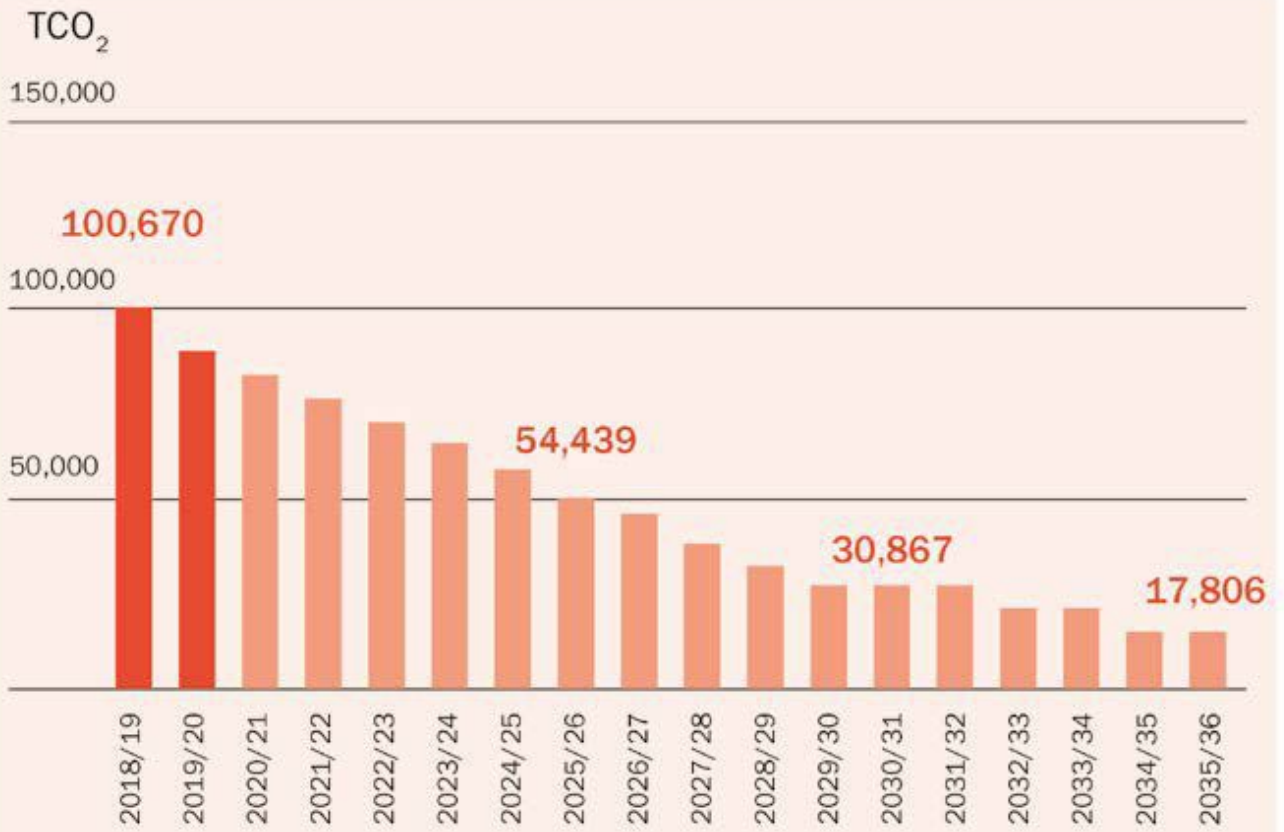
Indicative interim carbon reduction targets to reach net zero carbon by 2035

Carbon Reduction Principles to Achieve Net Zero by 2035

To reach net zero, we need to take far reaching and transformative action We have set out 5 key principles where we need to take action.

Excellent Carbon Accounting
- The quality of our carbon accounting will only be as good as the quality of the data that we are collecting to inform it. We will put in place more robust carbon accounting practices to deliver constant improvement in our use of accurate emissions data.

Energy Efficient Campus
- Reducing overall energy consumption is usually the most cost-effective way of saving carbon and reaching net zero. That is why improving the energy efficiency of our campus is the absolute bedrock of our net zero action plan.

Decarbonised Infrastructure
- We need to invest in replacing our fossil fuel dependent infrastructure from the 20th century with modern lower-carbon alternatives.

Supply Chain and Travel
- Procured goods and services, and travel make up a substantive part of the carbon footprint. It is essential we are taking action to address these large and complex emissions as soon as we are able.

Compensation
- We will not compensate more emissions than recommended by the SBTi and will only use permanent carbon sequestration to compensate for any remaining emissions.

Carbon Reduction Action Plan

The University Sustainability Strategy was accompanied by an [Action Plan](#) that shows how we will reach net zero at a strategic level.

The following timed commitments were correct at the point of publication in June 2021. Please be aware that the target dates associated with each action are subject to review and subject to amendment annually by the University Sustainability Committee. This is to ensure that we are capitalising on opportunities to bring forward or defer progress in particular areas to maximise impact and use of resources as situations change.

Work Package 1: Energy Efficient Campus

We know that reducing overall energy consumption is usually the most cost-effective way of saving carbon and reaching net zero. That is why improving the energy efficiency of our campus is the absolute bedrock of our approach to deliver net zero.

The table below sets out actions we will take:

Action	Date to be completed by
Undertake an initial high-level audit of the energy efficiency of all of our buildings to identify the most cost-effective ways of reducing our energy consumption.	December 2021
Use the findings from the audit to prioritise a more detailed audit of the 20% of the most poorly performing buildings.	2023
Complete a detailed investment opportunity analysis of the entire estate.	2030
Make regular business cases for funding for energy efficiency improvements to our Capital Programmes Committee and external grant funders, e.g. the Public Sector Decarbonisation Scheme so that these improvements can be built into our annual maintenance and project plans.	Every year
Develop a register of minimum environmental product standards for the furnishings and fixtures that we buy for our estate and use them every time that we buy and/or replace a fixture or fitting in our building.	December 2022
Conduct a review of current environmental building standards and identify if there is a business case to move beyond BREEAM Excellent environmental construction standard.	December 2022
Investigate how we can introduce more modern flexible ways of working – including more remote working.	August 2025,
Create a network of sustainability champions to drive behaviour change from the bottom up.	Commence work in August 2021.

In Annex B of this document, we set out an indicative pathway for delivery of the Energy Efficiency and Decarbonisation Work packages.

This will be updated, once feasibility studies, audits and investment appraisals have been completed.

Work Package 2: Decarbonised Energy Infrastructure

Even if we have the best carbon-accounting system in the world, it will mean nothing if we do not invest in replacing our fossil fuel dependent infrastructure from the 20th century with modern lower-carbon alternatives.

This process requires a change in mindset from thinking about what the cheapest product to buy now in today's world as opposed to what is going to be most cost effective over the life of this strategy. It is about asking what to invest in now to prevent us from having to pay for expensive carbon offsetting and higher energy costs in the future because we did not decarbonise early enough.

The table below sets out actions we will take, but we cannot predict where technology will be by then to know all the future decarbonisation avenues available to us. However, we have identified the four biggest opportunities to decarbonise our infrastructure over the next five years, and these are reflected in our first four action plan commitments.

Action	Date to be completed by
Produce a feasibility study to replace our Combined Heat and Power Plant with a low carbon alternative.	December 2021
Produce a feasibility study to expand our renewable energy production through the creation of an additional solar farm.	December 2021
Produce a feasibility study to create a new sustainable transport hub with bike storage, showers, public transport infrastructure and solar ports.	December 2021
Produce a feasibility study to upgrade electric vehicle, scooter and bike charging infrastructure.	December 2021
Use the findings from the studies to make appropriate business cases to the University's Capital Programmes Committee and external funders, such as the Government's Public Sector Decarbonisation Scheme to obtain the budget to begin to pay for the necessary capital infrastructure investments.	December 2026
Replace our district heating system with a low-carbon alternative.	2035

In Annex B of this document, we set out an indicative pathway for delivery of the Energy Efficiency and Decarbonisation Work packages.

This will be updated, once feasibility studies, audits and investment appraisals have been completed.

Work Package 3: Excellent Carbon Accounting

Having a clear understanding of our greenhouse gas emissions and stretching SMART (Specific, Measurable, Achievable, Realistic and Timed) targets for reducing them are the key to success.

The table below sets out actions we will take to achieve this:

Action	Date to be completed by
Put in place robust carbon-accounting practices based on the Green House Gas Protocol produced by the World Business Council for Sustainable Development.	Ongoing
Set an annual carbon reduction target every August to be monitored as a key performance indicator by Council each year.	August 2021 and ongoing
Produce an improvement plan to improve the data quality used to calculate our footprint, and move away from estimated data.	Ongoing

Work Package 4: Sustainable Supply Chain

Over 60% of our current emissions come from our supply chain. Therefore, making our procurement more sustainable is the single biggest step that we can take to achieving our ambitious organisational target of being net zero by 2035.

The table below sets out actions we will take to address this critical area:

Action	Date to be completed by
Embed use of our Procurement Framework to select the suppliers that more closely share our sustainability values.	Ongoing
Collaborate and learn from others in relation to best sustainable procurement practices.	Ongoing
Assess the quality of our sustainable practices against the ISO 20400 Sustainable Procurement Standard.	August 2021

Work Package 5: Active and Sustainable Commuting

Promoting active travel is important because it will both reduce our emissions and contribute to our staff and students' health and wellbeing. We estimate that commuting to and from campus made up 9% of our carbon footprint in 2018/19.

The table below sets out actions we will take:

Action	Date to be completed by
Introduce a new active travel reward app for our students and staff.	August 2021
Review of all signage, cycle lanes and pedestrian paths on our campus to ensure that they are optimised for a substantial increase in sustainable travel.	August 2021
Introduce progressive parking charges where cleaner vehicle users pay less – subject to a full equality analysis.	August 2023
Investigate creating a new ultra-low emission vehicle (ULEV) leasing scheme for staff.	

Work Package 6: Better Business Travel

As a globally focused university, it is important that we continue to enable our academics and students to travel to conduct world-leading research that furthers the achievement of the United Nations Sustainable Development Goals (SDGs). Yet research suggests that air travel may account for around 80-95% of universities' business travel emissions, and air travel has one of the highest carbon footprints of any human activity.

This is why we will carry out the following actions:

Action	Date to be completed by
Publish and promote a new sustainable business travel policy based on good practice (Tyndall Decision Tree).	December 2022
Work with travel partner to update booking algorithms in favour of low carbon options.	December 2022
Explore scope to offer domestic field trips.	December 2022

Cost of Inaction

We know from the analysis underpinning our net zero targets estimated that the cost of achieving net zero by 2035 would be approximately £13.8m cheaper than if we delayed achieving it until 2040. We also know that energy prices are only going to rise, strengthening the businesses case for greater investment in renewable energy and more efficient buildings.

In addition we predict that if we don't take action now to reduce our carbon footprint, it could increase by almost a further 50% by 2035.

We realise that urgent action needs to be taken immediately.

To support delivery of the plan we have already planned investments totalling £660,000 to complete the first stage of upgrading our Building Energy Management Systems.

Once we have completed the audit and feasibility studies (as set out in actions for Energy Efficiency and Decarbonised Energy Infrastructure Work Packages) we will make appropriate business cases to the University's Capital Programmes Committee and external funders, such as the Government's Public Sector Decarbonisation Scheme, to obtain the budget to begin to pay for the necessary capital infrastructure investments by December 2026.

In addition, the University has an Education and Research Investment Programme (ERIP), which will deliver vital investments totalling £200 million over the next five years, and a proportion of the ERIP funds will support sustainability initiatives to deliver against the commitments and actions set out in this document.

Governance

All of the actions in this plan are replicated in the University's Sustainability Strategy, and therefore are subject to the same Governance arrangements.

In summary:

- All of the actions in the strategy will be implemented in partnership between our dedicated Sustainability Team and a named Senior Leader within the University
- The University Sustainability Committee, chaired by the University Vice Chancellor at the time the Sustainability Strategy was published, will also be responsible for formally reviewing the action plan once a year in the spring term and suggesting any amendments to targets or sub-targets on an annual basis, which will be made public on our website.
- The Sustainability Committee will make recommendations to the Capital Infrastructure Programmes Board for new sustainability-related investments and infrastructure commitments based on robust business cases
- Our Council (the highest-level decision-making body at the University) will receive a report on our key performance indicator target in relation to achieving net zero each year and will hold the University to account on making good progress against the action plan
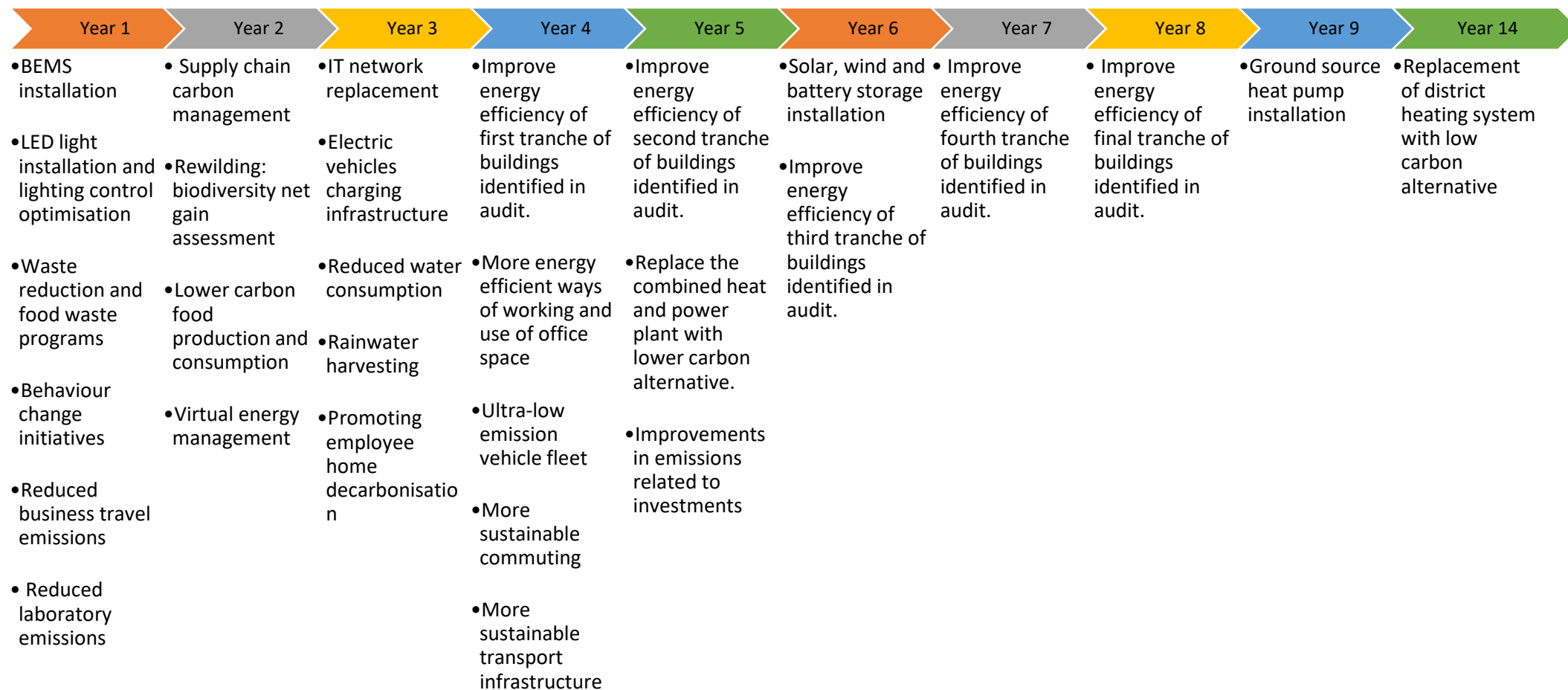
Data Methodology

To establish our initial carbon footprint, we used a mixture of both actual and estimated data.[2]

Source	Details	Methodology
Gas	HESA	Half hourly meter read data used - Kwh
Fuels	Vehicle fuel 6 vehicles)	Company Car estimated annual mileage divided by MPG to calculate fuel consumption by litre.
Electricity	HESA	Half hourly meter read data used - Kwh
Business Travel	Expensed travel and train bookings via booking partner	Obtain expensed travel (train, taxis, hotels) via Procurement Spend by category, apply Quantis conversion factors to obtain emission estimates.
Staff & Student Commuting	Commuter Travel Survey	Based upon the 2018 Sussex Estates and Facilities travel survey
Supply Chain	Procurement Spend	Estimates from supply chain spend by category vs Quantis US$ conversion factors
Waste	HESA	Waste Stream Generated by Weight - Tonnes
Water Supply	HESA	Water Bills - m3
Waste Water Treatment	Water Supplier	Water Bills - m3
Investments	Joint Ventures, Equity Investments, Associated Companies, Debt Investment, Subsiders	Investment value (UoS £) against type of investments i.e. industry classification (manufacturing, medical, real estate, etc). Application of Quantis emission factors against value vs industry.
Investments	LionTrust Investments	Investment value (UoS £) against type of investments i.e. industry classification (manufacturing, medical, real estate, etc). Application of Quantis emission factors against value vs industry.
Transmission and Distribution (HESA electricity)	Electricity Supplier	Half hourly meter read data used - KWh
East Slope Housing Development	Energy Consumption	Monthly submeter reads used - KWh

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[2] The commitments set out in the Excellent Carbon Accounting section of our Sustainability Strategy set out our plans for improving our carbon management data so that we can rely on more actual data and less estimates and assumptions.

Possible Indicative Net Zero Pathway for Energy Efficiency and Decarbonisation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 14

Year 1
- BEMS installation
- LED light installation and lighting control optimisation
- Waste reduction and food waste programs
- Behaviour change initiatives
- Reduced business travel emissions
- Reduced laboratory emissions

Year 2
- Supply chain carbon management
- Rewilding: biodiversity net gain assessment
- Lower carbon food production and consumption
- Virtual energy management

Year 3
- IT network replacement
- Electric vehicles charging infrastructure
- Reduced water consumption
- Rainwater harvesting
- Promoting employee home decarbonisation

Year 4
- Improve energy efficiency of first tranche of buildings identified in audit.
- More energy efficient ways of working and use of office space
- Ultra-low emission vehicle fleet
- More sustainable commuting
- More sustainable transport infrastructure

Year 5
- Improve energy efficiency of second tranche of buildings identified in audit.
- Replace the combined heat and power plant with lower carbon alternative.
- Improvements in emissions related to investments

Year 6
- Solar, wind and battery storage installation
- Improve energy efficiency of third tranche of buildings identified in audit.

Year 7
- Improve energy efficiency of fourth tranche of buildings identified in audit.

Year 8
- Improve energy efficiency of final tranche of buildings identified in audit.

Year 9
- Ground source heat pump installation

Year 14
- Replacement of district heating system with low carbon alternative

Please note that the following diagram is for illustrative purposes only. Once we have completed our feasibility studies and energy efficiency audits and investment appraisals and further stakeholder engagement we will be able to produce a more detailed and accurate pathway for net zero, that we expect to look similar to this.

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plan1st.pdf&site=271

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Sustainability Strategy
Action Plan

Language

English

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SUSTAINABILITY STRATEGY ACTION PLAN

UNIVERSITY OF SUSSEX

OBJECTIVE 1: ETHICAL EDUCATORS

Sub-Objective	Action	Co-owner	Target Delivery Date
Students as Partners and Innovators	1. Actively engage students, student societies and the Students' Union on co-delivering the outputs from this strategy and shaping future sustainability policy	University of Sussex Students' Union	August 2021
	2. Recruit recent University of Sussex graduates and current students to be paid members of the university Sustainability Team	Maddison Taylor (Access and Participation Manager, Student Experience)	August 2021
	3. Hold grand challenges and innovation competitions to support our students to create the sustainability solutions of the future	Emily Huns (Head of Careers, Employability and Entrepreneurship)	July 2021
	4. Conduct a review focused of promoting social impact in student entrepreneurship		September 2021
	5. Directly link all of our student careers initiatives to the achievement of the UN Sustainable Development Goals and monitor our impact by 2021		
Sustainability in All Degrees	6. Develop action plans in all schools to deeper embed sustainability in the curriculum	Graeme Pedlingham (Deputy Pro-Vice-Chancellor: Student Experience)	August 2022
	7. Offer a new online interdisciplinary introduction to sustainability certificate course to all first and second-year undergraduate students from August 2022 - enabling each academic school to adapt the content into a school specific 15 credit module in 2023, if appropriate		August 2023
Sustainable Research Practices	8. Further embed sustainability within our research methods and processes	Seb Oliver (Deputy Pro-Vice-Chancellor for Research)	December 2023
	9. Gain LEAF sustainable lab accreditation	Rob Fowler (Deputy Chief Technical Officer)	August 2022
Supporting Equality Diversity & Inclusion	10. Achieve the goals set out in our Equality Diversity and Inclusion Strategy – Inclusive Sussex	DPVC Culture, Equality and Inclusion (following recruitment)	December 2025

OBJECTIVE 2: DECARBONISING THE ECONOMY

Sub-Objective	Action	Co-owner	Target Delivery Date
Net Zero by 2035	1. Set a target of achieving net zero carbon emissions by 2035 with indicative interim targets for 2025 and 2030	Adam Tickell (Vice-Chancellor)	June 2021
	2. Set an annual carbon reduction target in August each year to be monitored as a key performance indicator by Council		August 2022
Excellent Carbon Accounting	3. Put in place more robust carbon accounting practices and achieve Science Based Target Initiative (SBTI) Net Zero Carbon Standard accreditation	Carey Mclaughlin (Assistant Director of Finance)	August 2023
Decarbonised Infrastructure	4. Begin to invest in replacing priority fossil fuel dependent infrastructure with lower carbon alternatives by December 2026. Producing feasibility studies in each of the following areas by December 2021 a. Replacing our Combined Heat and Power Plant with a low carbon alternative b. Expanding our renewable energy production c. Creating a new sustainable transport hub d. Upgrading electric vehicle, scooter and bike charging infrastructure	Robert Hutton (Director of Estates, Facilities and Commercial Services)	December 2021 for feasibility studies and December 2026 for beginning project delivery
	5. Reduce our digital emissions through our IT Network Replacement Project and Cloud-First Policy	Clare Gryce (Deputy Director of ITS)	December 2024
Energy Efficient Campus	6. Improving the energy efficiency of our campus by: a. High level auditing the energy efficiency of all of our estate by December 2021 b. Producing investment opportunity analysis of the 20% of our poorest performing buildings and business cases for improvements by August 2023 c. Upgrading our Building Energy Management Systems – e.g. automatic heating controls – by August 2022 d. Developing minimum environmental product standards for the furnishings and fixtures that we buy for our estate by December 2022. e. Identifying if there is a business case to move beyond BREEAM Excellent environmental construction standards for new buildings by December 2022	Francine Hill (Deputy Director of Estates)	Completion of these commitments by August 2023 – ahead of further analysis and improvements by August 2030
	7. Introducing new more modern flexible ways of working that can reduce our carbon footprint	Rachel Mills (Provost)	August 2025

OBJECTIVE 3: CIVIC LEADERS AND PARTNERS

Sub-Objective	Action	Co-owner	Target Delivery Date
Sustainable Supply Chain	1. Launch a new Sustainable Procurement Principles Framework to help select the suppliers that more closely share our sustainability values	Ian McKee (Assistant Director of Finance)	June 2021
	2. Assess the quality of our sustainable practices against the ISO 20400 Sustainable Procurement Standard by August 2022 and consider what (if any) action is required to make any desired improvements by August 2023 (subject to feasibility review)		August 2023
	3. Investigate the feasibility of applying for Real Living Wage Accreditation		August 2023
Active and Sustainable Commuting	4. Set annual active and sustainable commuting targets	Scott Noble (Head of Service Delivery Estates and Facilities Management))	August 2022
	5. Implement our active and sustainable travel plans in full. This will include: introducing an active travel reward app, promoting cycling and commissioning a feasibility study by August 2021 into the creation of a new sustainable travel hub		August 2025
	6. Reduce the emissions made by car journeys by introducing: more progressive parking charges (subject to equality analysis); ride sharing; and a possible lower cost ultra-low emission vehicle leasing scheme for staff		August 2023
	7. Make all of the University's vehicle fleet ultralow emissions		August 2025
Better Business Travel	8. Introduce a new sustainable business travel policy	Martin Hookham-Simms (Head of International Office)	December 2022
	9. Ensure our contracted Travel Management Company provides the optimal balance between value for money and sustainable travel, consistent with our sustainable business travel policy	Ian McKee (Assistant Director of Finance)	December 2022
	10. Review our video conferencing options and work with staff and students to set annual targets for reducing business travel emissions	Martin Hookham-Simms (Head of International Office)	August 2023
Community and Voluntary Impact	11. Promote an increase in volunteering amongst staff and students - including introducing a new staff volunteering allowance	Matthew Naish (Reward Manager)	August 2021
	12. Identify opportunities to help make our employees homes more sustainable		August 2024
	13. Be active partners in various community sustainability partnerships	Sue Baxter (Director of Innovation and Business Partnerships	Ongoing

OBJECTIVE 4: ENVIRONMENTAL CHAMPIONS

Sub-Objective	Action	Co-owner	Target Delivery Date
50% of Waste Recycled by 2025	1. Set target to recycle 50% of our waste by 2025 (subject to further compositional analysis)	Adam Tickell (Vice-Chancellor)	June 2021 to set targets and August 2025 to achieve them
	2. Set target to reduce the volume of weight produced per student by 10% by 2025		
	3. Set annual recycling targets for all of our waste streams	Scott Noble (Head of Service Delivery Estates and Facilities Management)	August 2022
	4. Tender our waste contracts, ensuring appropriate recycling targets and innovation are included within them		December 2022
	5. Review of our current bin numbers, locations and signage		December 2021
	6. Launch a waste and recycling communications and engagement plan by August 2022 that will enable us to recruit a network of waste champions to help support and promote recycling and create behaviour change		August 2022
	7. Produce policies on plastic and project waste reduction		December 2022
Responsible Food and Water Production and Consumption	8. Introduce four new sustainable food priorities that encourage: a) sourcing fresh produce from local suppliers; b) better consumer information on food sustainability; c) an increase in net zero cafes; and d) a reduction in meat consumption	Helen Power-Hosking (Head of Commercial Services)	August 2023
	9. Active support for sustainable food production and distribution on campus including the continued redistribution of surplus food		Ongoing
	10. Conduct a strategic review of options to improve water sustainability and set water consumption targets	Rachel Mills (Provost)	August 2024
Biodiverse Campus	11. Publish our draft biodiversity policy	Rachel Mills (Provost)	August 2021
	12. Hold a Big Biodiversity Conversation from January 2022 to agree our target for setting aside either 30%, 40% or 50% of the land on campus for nature		January 2022
Behaviour Changers	13. Engage every member of staff, students – and where appropriate community members – in bringing our sustainability vision and strategy to life	James Hakner (Senior Communications Manager)	August 2021

☑ Water

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Title

Policies on water

Contributors

Katerina Psarikidou,
Alejandro Luna

Date

June 20, 2024

Description

Sustainable Water
Management Policy

Language

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SUSTAINABLE WATER MANAGEMENT POLICY

US

UNIVERSITY
OF SUSSEX

SUSTAINABLE WATER MANAGEMENT POLICY

1. OVERVIEW AND PURPOSE

1.1. Climate change and population growth are putting increasing pressure on the water sector in England. This is particularly true in the south and to the University, which sits within an area determined by the Environment Agency to be an area of serious water stress.[1]

1.2. In 2021, the University adopted a new **Sustainability Strategy** which, in acknowledgment of the importance of water as a natural resource, made a commitment to support the sustainable production and consumption of water on campus.

1.3. This Policy builds on that commitment, seeking to reduce water use by improving water management and setting out the guiding principles which must be followed when considering and managing water assets on campus.

1.4. The Policy will be reviewed every three years to ensure it reflects best practice and processes.

2. SCOPE

2.1. This Policy applies to all water management activities taking place both on campus and in University owned buildings.

2.2. This policy does not deal with matters of water safety. These are set out in the Estates **Water Safety Plan**, and are therefore not duplicated here.

3. RESPONSIBILITIES

3.1. DIRECTOR OF ESTATES, FACILITIES AND COMMERCIAL SERVICES

3.1.1. The Director of Estates, Facilities and Commercial Services will be held accountable for delivering the policy and has responsibility for ensuring:

- staff in their division understand when the Policy applies to them, and how they action the Policy

- their staff comply with the Policy

- budget is available to deliver the Policy.

3.2. SUSTAINABILITY MANAGER

3.2.1 The Sustainability Manager has responsibility for:

- creating, reviewing and amending the University's Water Management Policy

- publishing and promoting the Policy to the University, including:

  – information about water use in student welcome packs

  – integrating water saving into Sustainability Champions schemes

  – compliance with our Trade Effluent Agreements regarding what we dispose of via the drains.

- overseeing the delivery of any additional metering required to align with the Policy

- ensuring trade effluent consents are up to date

- reporting the amount of water we use at least annually as part of our Annual Sustainability Report.

3.3. HEAD OF HEALTH AND SAFETY

3.3.1 The Head of Health and Safety has responsibility for ensuring the relevant Health and Safety Policy and related documentation and guidance is up to date and communicated across the organisation.

[1] https://www.gov.uk/government/publications/water-stressed-areas-2021-classification

4. POLICY

4.1. PRIORITISE REDUCTIONS IN HOT WATER USE

4.1.1. We will prioritise and target hot water use in order to both reduce our water consumption and our energy consumption, delivering greater carbon and financial savings.

4.1.2. Although we wish to take action to reduce all water use, realistically we will need to prioritise where work is focused at first.[2]

4.2. MONITOR AND MEASURE WATER CONSUMPTION

4.2.1. We will improve the Automatic Meter Readings (AMR) metering across our estate, both on and off campus, to ensure we have a building level understanding of our water consumption, and can identify water leaks and wastage.

4.2.2. We will meter rainwater harvesting and grey water systems to ensure we understand how much water we are reusing.

4.2.3. We will monitor water consumption using a profile alerts platform, alerting us when water use changes from expected levels due to a leak, or change in user behaviour or equipment.

4.2.4. We will benchmark water use across the University to be able to prioritise interventions and corrective actions in buildings with higher water use level.

4.3. MINIMISE WATER CONSUMPTION

We will minimise the water we consume by:

4.3.1. Managing the legionella risk

4.3.1.1. The University is committed to ensuring the management of legionella on campus to safeguard its staff, students and visitors to site. A separate Water Safety Plan is in place that details how the University manages legionella risk. In order to ensure no risk of legionella, all campus water systems are flushed regularly. Although a safe and approved management technique, it causes significant water losses every day.

4.3.1.2. We will seek to address this issue, and negate the need for daily water flushes. We will explore all possible solutions including the option of installing a poly-pipe network inside the existing pipe system.

4.3.1.3. The solution will be assessed on a whole life cost basis, and actioned if the management of legionella remains at acceptable, safe and compliant levels, and value for money can be achieved.

4.3.2. Delivering best practice maintenance

4.3.2.1. We will ensure that all water meters, fixtures and fittings are maintained in-line with manufacturers' recommendations, and comply with all statutory requirements relating to their installation, testing, maintenance and decommissioning.

[2] In 2021/22, water usage was directly associated with only 0.11% of the University's carbon emissions, which doesn't account for additional emissions associated with heating water, which will be far greater than those from the supply of water itself.

4.3.3. Proactive and rapid leak response

4.3.3.1. When an increase in water consumption is detected, we will respond promptly to investigate if further action should be taken.

4.3.3.2. All significant leaks (eg large bore high volume pipes, pressurised systems) will be isolated within 24 hours and repaired as quickly as possible.

4.3.3.3. The Facilities Team will respond to all reports of water wastage such as dripping taps within a maximum of 10 days.

4.3.3.4. We will ensure the integrity of the water distribution mains is being maintained by carrying out non-intrusive leak detection surveys at five yearly intervals, and repairing any leaks found.

4.3.4. Achieving the highest practicable water efficiency standards for our fixtures and fittings, and water consuming equipment

4.3.4.1. We will not install new baths in residences, unless there is a proven accessibility requirement to do so.

4.3.4.2. When replacing or specifying fixtures and fittings, we will work to the following minimum flow rates:

Minimum flow rates	
WC	3.75 litres effective flush volume
Hand wash basin taps	3.75 litres/min
Showers	4 litres/min
Urinal	0.75 litres/bowl/hour
Kitchen tap: kitchenette	5 litres/min
Kitchen taps: restaurant (pre-rinse nozzles only)	6.3 litres/min
Domestic sized dishwashers	11 litres/cycle
Domestic sized washing machines	35 litres/use
Commercial sized dishwashers	4 litres/rack
Commercial or industrial sized washing machines	5 litres/kg

4.3.4.3. However, we will seek to better these when possible, testing and when successful rolling out new technologies and solutions.

4.3.4.4. In any buildings where it is not possible to achieve these flow rates, we will select as efficient fixtures and fittings as we can achieve.

4.3.4.5. We will continue to work to achieve LEAF (Laboratory Efficiency Assessment Framework) standards to ensure our laboratories reduce their environmental impact, including water use.

4.3.5. Applying of building standards to minimise water usage

4.3.5.1. We already require a BREEAM rating of 'Excellent' as a minimum for new builds, but to ensure we deliver high environmental standards in all works we will create a standards guide which will include water practice.

4.3.5.2. The guide will reflect the principles set out in the Policy and will take a whole life approach, assessing the value for money of building and construction interventions against operational water savings over their lifetime.

4.3.6. Communicating water conservation messages

4.3.6.1. We will promote and engage staff and students so they understand the value of water, and take action to minimise use on and off campus.

4.4. MANAGE OUR WASTE WATER AND MAXIMISE REUSE

4.4.1. Surface water run off

4.4.1.1. Surface water run off is a known issue across campus, with measures in place to prevent water ingress into buildings during or immediately after heavy rain.

4.4.1.2. We will investigate and deliver improvements to resolve this situation, including Sustainable Urban Drainage System (SuDS) and the potential of using permeable surfaces, when delivering any new builds or significant refurbishment.

4.4.1.3. When considering SuDS, they will be designed to deliver an increase of biodiversity, habitat creation and local cooling.

4.4.2. Foul water discharge

4.4.2.1. We will ensure that the University foul sewerage network is maintained to high standard.

4.4.2.2. We will identify where surface water may be entering the foul water drainage system, and take action to prevent this.

4.4.2.3. We will install AMR meters to actively monitor the foul water leaving the site to add to our understanding of our water systems.

4.4.2.4. The meters will be connected to the profile alerts platform, alerting us when water use changes from expected levels.

4.4.3. Maximise water reuse across the university

4.4.3.1. We will continue to assess the suitability and cost-effectiveness of water efficiency technologies such as grey water and rainwater harvesting systems with the aim of wider scale adoption across the estate.

4.4.3.2. When delivering new buildings or significant refurbishments we will aim for a minimum of 50% of WC and urinal flushing demand to be met using recycled non-potable water.

4.5. PREVENTING WATER SYSTEM POLLUTION

4.5.1. We will ensure water discharges do not negatively impact water quality (potable, freshwater or marine), in order to protect ecosystems, wildlife or human health and welfare. We will achieve this through the following:

4.5.2. Maintain trade effluent agreements

4.5.2.1. We will not allow any disposal of liquids via external surface drains or directly into water courses.

4.5.2.2. We will undertake yearly reviews of existing trade effluent agreements to ensure they are up to date with current processes being undertaken across campus.

4.5.2.3. We will ensure records for trade effluent consents are up to date, updating consents where changes in use/new buildings result in changes to where and what type of trade effluent is discharged by the University.

4.5.3. Ensure emergency spill procedures are fit for purpose and followed

4.5.3.1. We will ensure our emergency spill procedures are reviewed, tested and communicated regularly to maintain compliance.

5. LEGISLATION

5.1.1. A non-exhaustive list of the water related legislation that the University must comply with are set out below:

- **Water Industry Act 1991**

- **Environmental Permitting (England and Wales) Regulations SI 2016/1154**

- **Anti-Pollution Works Regulations SI 1999/1006**

- **Water Supply (Water Fittings) Regulations SI 1999/1148**

- **Water Resources Act 1991**

GLOSSARY

Automatic Meter Readings (AMR) metering	Automatic Meter Reading (AMR) is a technology used to automatically collect consumption, diagnostic and status data from gas, electricity or water metering devices. The AMR then transfers this data to a central database for billing, troubleshooting and analysis
BREEAM	BREEAM stands for Building Research Establishment Environmental Assessment Method. It is a widely adopted system for assessing and certifying the sustainable credentials of a building.
Greywater	Greywater is wastewater from non-toilet plumbing systems such as hand basins, washing machines, showers and baths.
Potable water	Potable water is water that has been treated and can be drunk or used in food preparation.
Rainwater harvesting	Rainwater harvesting is the collection and storage of rainwater that would otherwise flow down gutters into the drain. Rainwater is collected for the purpose of re-use. Re-use purpose can vary, from simple systems to collect water, to water gardens, to more complex systems where the water is used to flush toilets.
Sustainable drainage systems	Sustainable Drainage Systems (SuDS) are drainage solutions that provide an alternative to the direct channelling of surface water through networks of pipes and sewers. SuDS work by slowing and holding back the water that runs off from a site, allowing natural processes to break down pollutants. They offer a natural approach to managing rainfall and run off by providing a method for allowing surface water drainage to be collected, stored and released in to the natural environment (ponds, watercourses, the ground) over a period of time helping to prevent the surface water system being overwhelmed and reducing risk of local flooding as a result.
Trade effluent	Trade effluent is any liquid waste (effluent), other than surface water and domestic sewage that is discharged from premises being used for a business, trade or industrial process.
Trade effluent agreement	An agreement between the University and the water supplier about what is acceptable for us to dispose of via the drains.

Review/Contacts/References	
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Policy owner:	Estates, Facilities and Commercial Services
Lead contact/author:	Sustainability Manager

☑ Buildings/real estate

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energy-efficient-campus

Title

Policies on building/real
estate

Contributors

Katerina Psarikidou,
Alejandro Luna

Date

Jan. 1, 2024

Description

Energy-efficient campus

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Energy-efficient campus

Available online at

While it's great to invest in cleaner energy infrastructure as outlined above, reducing overall energy consumption is usually the most cost-effective way of saving carbon and reaching net zero. That is why improving the energy efficiency of our campus is the absolute bedrock of our net zero action plan.

That is why we will undertake an initial high-level audit of the energy efficiency of all of our buildings to identify the most cost-effective ways of reducing our energy consumption by December 2021. We will do this using our current contract with Sussex Estates and Facilities (SEF). We will then take these findings to prioritise a more detailed audit of the 20% of the most poorly performing buildings by 2023 and complete a detailed investment opportunity analysis of the entire estate by 2030. For each audited building we will calculate:

- how energy efficient it currently is compared to similar buildings of its type
- the specific measures (such as improved insulation, double glazing or underfloor heating) that could make it more energy efficient
- how much the improvement would cost
- how much carbon the improvements would save; and
- the payback period (i.e. how many years would it take for the improvement to pay for itself in reduced energy costs).

We will use this audit information to make regular business cases for funding for energy efficiency improvements to our Capital Programmes Committee and external grant funders, e.g. the Public Sector Decarbonisation Scheme so that these improvements can be built into our annual maintenance and project plans each year.

These new investments will help us to build on already planned investments totalling £660,000 to complete the first stage of upgrading our Building Energy Management Systems – e.g. automatic heating controls by summer 2024.

We will also develop a register of minimum environmental product standards for the furnishings and fixtures that we buy for our estate by December 2022. This will allow us to ensure the optimal energy efficiency of everything from our fridges to our taps. We will commit to using these standards every time that we buy and/or replace a fixture or fitting in our building.

We also want to make any new or refurbished buildings on campus as sustainable as feasibly possible. We already require new buildings to achieve the BREEAM Excellent standard in relation to sustainable construction and through our new Sustainability Programme, we will be setting new environmental standards for new builds and refurbishments, and creating accompanying design guides by October 2024. This would allow us to set the highest achievable environmental and energy standards for a campus of our size, age and complexity.

Finally, we recognise that the way that we use buildings is as important as the technologies and fabric that we introduce. So, we are investigating how we can introduce more modern flexible ways of working – including more remote working – that can help lower our carbon footprint by August 2025.

☑ Local staff/student/faculty transportation

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Policies on local staff/
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Katerina Psarikidou,
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Date

June 20, 2024

Description

Active and Sustainable
Commuting Policy

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ACTIVE AND SUSTAINABLE COMMUTING POLICY

UNIVERSITY
OF SUSSEX

ACTIVE AND SUSTAINABLE COMMUTING POLICY

This is the official University of Sussex policy on active and sustainable travel and commuting. It replaces previous policy documents on this topic.

PURPOSE

This policy document is designed to provide further guidance and guiding principles on promoting active and sustainable commuting, to enable us to realise our strategic commitments around travel as set out in **Sustainable Sussex**, the University of Sussex Sustainability Strategy and **Action Plan**.

Ultimately, it is intended to help us realise our vision of being one of the most sustainable universities in the world, by reducing our carbon emissions from transport, whilst supporting staff and student health and wellbeing and that of our local community through reduced air pollution and better health outcomes.

OBJECTIVES

I.   To set new annual active and sustainable commuting targets each year by 2025.

II. To incentivise active and sustainable travel – including cycling.

III. To reduce the emissions made by car journeys.

IV. To make all of the University's vehicle fleet ultra-low emissions by August 2025.

V.   To review and optimise all signage, cycle lanes and pedestrian paths on campus and commission a feasibility study into the creation of an active and sustainable travel hub.

VI. To continue to work with our local strategic partners to improve the sustainability, decarbonisation, affordability, safety and quality of public transport to and from campus and across Brighton and Hove.

VII. To support remote working through our new **Remote Working Framework**, reducing the need to commute to and from campus in some instances where appropriate.

GUIDING PRINCIPLES

1. RESULTS DRIVEN:
We, as an institution, will set and measure progress against annual targets for more active and sustainable commuting by 2025. These targets are likely to include but will not be restricted to the following:

a) walking/running

b) cycling/E-bike

c) ultra-low emission vehicle (ULEV) car journeys

d) ride-sharing/carpools

e) bus

f) train.

2. REWARDS FOCUSED:
The University will continue to provide a competitive package of staff and student rewards and benefits to encourage the uptake of more active and sustainable commuting choices. This includes the provision of:

a) an active and sustainable travel rewards scheme, where staff and students receive financial rewards for sustainable travel choices (currently **'EcoGo'**)

b) a **Cycle to Work scheme** – which now includes electric bikes

c) a 10% annual discount for use of the **Brighton Bike Share scheme**

d) cycle trains, cycle safety and maintenance support to encourage more staff and students to cycle to campus in a safer manner

e) staff discounts on public transport, including through the **Easit scheme**.

3. DECARBONISING CAR JOURNEYS:

We are working hard to support our staff who need to make journeys by car to do this in the most sustainable way possible. We will do this in the following ways:

a) introducing progressive parking charges where cleaner vehicle users pay less – subject to a full equality analysis by September 2025

b) encouraging ride sharing where feasible – including exploring opportunities to work with the University of Brighton to create a shared carpool for our neighbouring campuses

c) investigating creating a new ultra-low emission vehicle (ULEV) leasing scheme for staff, based on salary sacrifice (like our Cycle to Work scheme), which would make it cheaper to drive an ULEV on account of tax benefits, by September 2023

d) making all of the University's vehicle fleet ultra-low emissions by 2025 by only procuring and leasing new vehicles that are ULEVs.

4. UPGRADED INFRASTRUCTURE:

We will continue to provide and improve our active and sustainable commuting infrastructure. This includes:

a) continuing to provide a good range of pedestrian pathways, cycle lanes, cycle racks, bus stops, access to the railway station and electric vehicle charging infrastructure

b) reviewing and optimising all signage, cycle lanes and pedestrian paths on campus for a substantial increase in sustainable travel by August 2025

c) commissioning a feasibility study into the creation of a new sustainable travel hub to improve cycling and public transport infrastructure

d) conducting a further feasibility study into upgrading electric vehicle, scooter and bike charging infrastructure.

5. CIVICALLY ENGAGED:

We will continue to work closely with local strategic partners, including Brighton and Hove City Council, to promote a city- and region-wide approach to active and sustainable commuting. This includes but is not restricted to:

a) continuing to prioritise pedestrian access to campus over car journeys

b) lobbying for an upgrade to cycle lane infrastructure to campus

c) supporting work to decarbonise rail and bus travel to and from campus with local operators

d) working collegiately in joint campaigns and funding bids to promote safe, affordable, active and sustainable travel in the region

e) providing academic advice and research support where possible.

6. EQUAL AND INCLUSIVE:

We understand that the way that people need to travel varies from person to person and is affected by a number of factors including gender, disability and income. We are committed to making our travel policies work for everyone. We will do this by:

a) conducting equality analysis as standard – including detailed engagement with groups who have protected characteristics as defined by the Equality Act 2010 ahead of setting a new progressive parking policy

b) adhering to good practice accessible design when creating new transport related infrastructure on campus – using appropriate standards.

7. DATA LED:

We will make factual evidence-based decisions on active and sustainable travel using the best performance data possible. This will include but not be limited to:

a) conducting annual travel surveys to better understand travel behaviour and patterns amongst students and staff

b) regularly reviewing, analysing and reporting on number of trips, users, mileage and carbon emissions saved, through a reporting dashboard as part of our contract with **BetterPoints** and our active travel rewards scheme, **EcoGo**

c) sharing data insights with key stakeholders that can help to inform wider local, regional and national travel plans as appropriate.

8. INNOVATIVE:

We strive to be at the forefront of low-carbon travel and transport innovation. We will do this through some of the following:

a) researching and implementing best practice around low-carbon travel

b) promoting innovation in the space of low-carbon inclusive travel within our student innovation competitions/grand challenges (such as our Pitch for the Planet competition) and wider research projects, methods and lab practices – including use of app-based and tech solutions to incentivise active and sustainable travel.

9. EVERYONE ENGAGED:

Minimising carbon emissions of personal and professional life, including travel and transport, is our collective responsibility. We will engage as many people on campus as possible in realising our policy in the following ways:

a) educating staff and students on travel options and climate conscious commuting through Welcome Week events, staff inductions and sustainability webinars and road shows

b) recruiting a network of travel champions to help support and promote safer, active and sustainable travel and to take part in critical mass cycle trains

c) engaging students in competitions to help make the University a better, safer and healthier campus to travel around, such as through Love to Ride and the Move for Change Workplace Challenge.

10. EXTENDED TO THE SUPPLY CHAIN:

We will encourage the promotion of our active and sustainable travel values and principles as set out in this policy document with our supply chain where appropriate. We will do this through our **Ethical and Sustainable Procurement Principles Framework** that helps to guide the selection of our suppliers.

Exclusions

Please note that this policy document does not include business travel, which will be the subject of a separate policy document.

GLOSSARY

Active travel refers to journeys being made by physically active means, such as walking, cycling and wheeling. Active travel brings environmental, health and economic benefits by reducing emissions, congestion, air and noise pollution; improving health and wellbeing; contributing to economic performance and resulting in financial savings.

A **Bike Share scheme** is a shared, public transport service in which bicycles are pooled for multiple users and made available for shared use to individuals on a short-term basis for a price or free. Many bike share systems allow people to borrow a bike from a 'dock' and return it at another dock belonging to the same system.

The **Cycle to Work Scheme** is a UK Government-backed initiative that enables an employee to obtain a bike and/or cycling accessories to use for riding to work whilst making tax and National Insurance savings from their gross pay.

Decarbonisation is the reduction of carbon dioxide emissions through the use of low-carbon power sources, achieving a lower output of greenhouse gasses into the atmosphere. Reducing the amount of carbon dioxide occurring as a result of transport and power generation is essential to meet global temperature standards set by the Paris Agreement and UK Government.

An **Equality Analysis** is a way of systematically and thoroughly assessing, and consulting on, the effects that a service or policy is likely to have on groups/individuals with one or many of the protected characteristics and whether this may put them at an unfair disadvantage. The main purpose of an equality analysis is to pre-empt the possibility that any proposed policy could affect some groups unfavourably. If appropriate, steps are taken to avoid this happening.

A **feasibility study** is an assessment of the practicality of a proposed project plan or method and an analysis that considers all of a project's relevant factors – including economic, technical, legal, operational and time feasibility considerations – to ascertain the likelihood of completing the project successfully.

Progressive parking policies aim to tackle parking challenges, not merely by building more parking, but instead through better parking management. This can include:

- managing parking demand and freeing up parking spaces for those who have the greatest need
- maximising available parking capacity and reducing the amount of circulating traffic
- increasing accessibility
- discouraging unnecessary use of private cars while encouraging sustainable travel
- ensuring parking management is consistent with the University's and Council's other transport, economic and environmental policies.

GLOSSARY

Ride-sharing is an arrangement in which a passenger travels usually in a private vehicle driven by its owner, free or for a fee, especially as arranged by means of a website or app.

Salary sacrifice is where an employee agrees to give up part of their pre-tax salary in exchange for a benefit from their employer, in the case of our Cycle to Work scheme, the hire of a cycle for active travel and/or safety equipment. The salary sacrifice enables an employee to pay back the loan from gross rather than net pay for the hire period, allowing them to benefit from income tax and NI relief which is where savings are accrued.

Sustainable travel supports the idea of conscious travel and being mindful of how our individual actions affect others and minimising the negative environmental impacts. A **sustainable travel hierarchy** is a useful tool to visualise the impact of journeys and help individuals make informed choices. The higher up the hierarchy, the more sustainable and greener the travel option. The most sustainable option, classed as active travel, is walking, followed by cycling and wheeling which require none or some equipment.

The Equality Act 2010 is an **Act of Parliament** legally protecting people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, consolidating, updating and supplementing the numerous prior Acts and Regulations that previously formed the basis of anti-discrimination law.

Ultra-low emission vehicle (ULEV) is the term used to describe any vehicle that:

- uses low-carbon technologies
- is currently defined as emitting less than 75 grams of CO_2 per kilometre (g/km) from the exhaust. These are listed by the UK Government's **Vehicle Certification Agency**.

ULEVs range from pure electric vehicles and fuel cell electric vehicles, to plug-in hybrids and extended range electric vehicles. Pure electric vehicles, and other plug in electric vehicles when driving in the electric mode, produce no exhaust CO_2 or pollution, are cheaper to run than conventional vehicles and can attract financial incentives.

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Lead contact/author:	Sustainability Manager

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Contributors

Katerina Psarikidou,
Alejandro Luna

Date

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Statement on Business
Travel at the University of
Sussex Business School

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Statement on Business Travel at the University of Sussex Business School

The University of Sussex Business School is committed to promoting sustainable and responsible travel practices among its faculty and staff. In alignment with the University's broader sustainability strategy and the Better Business Travel policy launched in late 2023, we encourage the use of less carbon-intensive travel options whenever possible. This approach supports our environmental goals and underscores our dedication to reducing our carbon footprint.

All business travel expenditures require advance approval and must adhere to the University's expense guidelines. Faculty members are encouraged to participate in prestigious and high-profile conferences where they can make significant contributions, such as presenting papers or participating in panel discussions.

By following these guidelines, the University of Sussex Business School aims to balance the necessity of academic travel with our commitment to sustainability, ensuring that our actions contribute positively to both our academic goals and environmental responsibilities. The Better Business Travel policy represents our ongoing efforts to improve travel practices, promoting more sustainable options and reducing our overall carbon footprint.

Employee equity, diversity, inclusion

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Description

Our vision is to become Inclusive Sussex, where all members of our community have equal access to opportunities, experience the University as one that enables them to fully meet their potential, and supports them to make a full contribution to the University. Reducing inequalities and celebrating diversity allows us all to thrive.

Language

British English

Sharing Rights

PRME Community

INCLUSIVE SUSSEX

EQUALITY, DIVERSITY AND INCLUSION STRATEGY

2018-2025

Contents

Equality, diversity and inclusion is everyone's business

In July 2018, the University of Sussex published Inclusive Sussex, our Equality, Diversity and Inclusion Strategy. It was published at the same time as [A Better University For a Better World – Sussex 2025](), the University's Strategic Framework 2018-2025. Inclusive Sussex was the first enabling strategy to emerge from the Sussex 2025 Strategy and as such its high level ambitions did not have the benefit of consideration alongside other enabling strategies.

Subsequently, our [Access and Participation Plan for 2020/21 to 2024/25]() was published in 2019, our Estates and Digital Strategies were published in November 2019 and our Sustainability Strategy was published in June 2021. Our People Strategy was approved by Council earlier this year. Alongside this, in October 2021, we appointed our first permanent Pro-Vice Chancellor for Culture, Equality and Inclusion.

Midway through the 7 year strategy and in light of these developments we have taken the opportunity to refresh Inclusive Sussex to provide that additional context and link to the other enabling strategies and delivery programmes across the University. These strategies and programmes are designed to help us meet our goals and ensure that equality, diversity and inclusion is everyone's business. The refreshed Inclusive Sussex also includes a few other changes and initiatives to reflect the changing environment.

The world has changed a lot since we launched in July 2018. The Covid-19 pandemic meant that some work on Sussex 2025 had to be put on hold, some continued as planned and some was fast-tracked, as the University responded to student and staff needs. In addition, the effects of Brexit as well as an uncertain climate for higher education mean that the university reviewed its priorities against its overall strategy to ensure that we achieve our ambitions of being a thriving and vibrant place to study and work.

However, our desire and commitment to do that inclusively, embracing the five core values the University seeks to (promote: kindness, integrity, inclusion, collaboration and courage), has not changed. The creation of a Pro-Vice-Chancellor (Culture, Equality and Inclusion) ensures strategic oversight at executive level. With the development and publication of all of our enabling strategies to deliver Sussex 2025 we can now articulate how these strategies play a role in delivering Inclusive Sussex. This means that every member of our University Executive Group is committed to ensuring that they deliver their part of our vision for Sussex 2025 inclusively and that equality, diversity and inclusion is a responsibility for everyone within our community.

Professor David Maguire   Professor David Ruebain

Interim Vice-Chancellor   Pro-Vice-Chancellor (Culture, Equality and Inclusion)

Context and Drivers for Inclusive Sussex

All public institutions including universities, have equality, diversity and inclusion strategies; invariably driven by three distinct areas of need and purpose.

Ethical - Sussex has a proud history of progressive endeavour, reflected in Sussex 2025 and in its broader "place"; geographically, intellectually and in the wider higher education sector. This itself is a driver for strong EDI work but even if that was not the case, it has become increasingly clear that, particularly for public facing institutions, it is not possible to ignore wider political, cultural and social developments; as recently evidenced by the impact of the Me Too and Black Lives Matter movements.

Legal and regulatory - In addition to its statutory obligations as set out in the Equality Act 2010, including anti-discrimination and public sector equality duties, and in related legislation (concerning human rights, freedom of speech & academic freedom, employment, criminal and other areas of law), universities are subject to a higher education regulatory framework that specifies requirements to address and progress EDI. These include widening participation, an Access and Participation Plan (APP) and other conditions of registration with the Office for Students (OfS).

The "business case" for EDI - This reflects the now well established and evidenced principle that EDI supports and enhances the core activities of an organisation; which for a university are sometimes defined as: teaching, learning, research and knowledge exchange. In summary fair, diverse and inclusive organisations are better and more successful.

What is equality, diversity and inclusion?

Equality is a quasi-legal concept which requires fairness. Much law focuses on equality of opportunity but increasingly (including in the higher education sector) there has been a shift to equality of outcomes. Meanwhile, related human rights law and jurisprudence sometimes looks beyond mere equality of opportunity and even outcome to concepts of human dignity.

Diversity recognises the benefit that difference brings to the "business" of an organisation.

Inclusion is the process of ensuring that diversity – people with different identities and beliefs and from different backgrounds - can thrive, and not merely seek to "fit in" to an otherwise homogenous culture or environment.

Our approach to equality, diversity and inclusion

Inclusive Sussex is built on the premise that to advance equality, diversity and inclusion, we must recognise and tackle both visible and invisible structural barriers.

Structural inequality is where exclusion and disadvantage are embedded in the policies, practices and decision making of the institution, and therefore also in our curriculum, culture and environment. It is historically fashioned and has given rise to current unequal status, power and benefits between different groups of people and has led to differential experiences and outcomes, resulting in underrepresentation and disadvantage.

Our approach is to tackle structural inequality in Sussex and its manifestation in our behaviours and actions. Through working with our community, we use an evidence-led approach to understand the particular challenges and barriers faced by members of under-represented, disadvantaged and minoritised groups.

Activities that form part of Inclusive Sussex are designed to remove those barriers through change in structural processes, culture and other change, and we will learn from each activity to allow for continuous improvement on this journey. Our activities aim to engage the Sussex community so that together, we deepen our understanding and knowledge and collectively become responsible for EDI.

Our vision for Inclusive Sussex

Our vision is to become Inclusive Sussex, where all members of our community have equal access to opportunities, experience the University as one that enables them to fully meet their potential, and supports them to make a full contribution to the University. Reducing inequalities, addressing under-representation and disadvantage, celebrating diversity and becoming ever more inclusive allows us all to thrive. We can achieve more together than we can apart.

This equality, diversity and inclusion strategy sets out the steps we will take to become an Inclusive Sussex. This is a collective endeavour involving management, staff and students to create a fully inclusive campus by and for our whole community.

We have identified five key goals to make Sussex truly inclusive: equality, diversity, connection, accessibility and flexibility.

Achieving equality, diversity and inclusion is fundamental to the success of the University of Sussex. We aspire not just to reduce inequalities in outcomes for individuals, but to use our expertise, commitment and courage to challenge the status quo in order to change the University, and the wider world, for the better. We will take bold action to transform the campus into one that is experienced as inclusive by all our communities. This includes

understanding and addressing unequal power relations and the intersecting inequalities that many members of our community experience. Our plans to deliver Inclusive Sussex include actions to transform our campus and the experiences of all our staff and students. With it we hope to create a culture where everyone thrives, making Sussex an exemplar of good practice and a beacon in the sector, nationally and internationally.

We have much to be proud of in building an equal, diverse and inclusive community at Sussex. In terms of gender equality our percentage of women professors is higher than much of the sector and our Widening Participation programme of engagement and support has resulted in significantly reducing the awarding gap for our 'first generation scholars'. But we know from our data, research and consultations that we have much more to do, for example, by closing the gender pay gap, improving the representation and experience of black and minority ethnic staff, closing the awarding and employment gaps across different groups of students, and making our campus fully accessible.

Our five goals

To deliver an Inclusive Sussex we will:

1. **EQUAL SUSSEX**
   Reduce the gaps in representation, experience, progression and reward between those with protected characteristics that are under-represented or disadvantaged, and others.
2. **DIVERSE SUSSEX**
   Be a place that celebrates and proactively supports and encourages diversity.
3. **CONNECTED SUSSEX**
   Build a thriving community that fosters good relations and supports a rich, diverse, rigorous, collegiate and inquisitive teaching, learning and research environment.
4. **ACCESSIBLE SUSSEX**
   Provide equal access to excellent learning, research and employment opportunities for all with particular regard to disability and also recognising the accessibility needs of those with other protected characteristics.
5. **FLEXIBLE SUSSEX**
   Become an organisation that is flexible by default to ensure we are inclusive in everything we do.

These 5 goals are our long-term outcomes that underpin Inclusive Sussex and for each of these, we have identified medium and short-term outcomes that our activities aim to achieve.

We believe that what is necessary for some is generally good for all. In delivering change to address inequalities for particular parts of our communities, we will strive to deliver solutions that deliver benefits to all of us.

Our measures of success

We will measure our progress towards becoming Inclusive Sussex in a number of ways including:

<u>University KPIs</u>
- To halve the gender pay gap by 2024.
- Year-on-year improvement in staff who believe that the University is committed to Equality, Diversity and Inclusion.

<u>Other university measures</u>
- Higher representation of staff with protected characteristics that are currently underrepresented, including in senior leadership positions.
- Continued reduction in student awarding gaps between those with different identities to be significantly better than national averages.

<u>External recognition of our work through:</u>
- Race Equality Charter Bronze award.
- Stonewall Workplace Equality Index Top 100 Employer.
- Disability Confident Leader.
- All Schools to hold Athena SWAN awards.

Goal 1: Equal Sussex

Reduce the gaps in representation, experience, progression and reward between those with protected characteristics that are under-represented or disadvantaged, and others.

Equal Sussex means that we will work to remove barriers to inclusion, tackle abuse of institutional power relations and reduce the gaps in representation, performance, reward and experience between those with protected characteristics that are under-represented or disadvantaged, and others. We will work to improve attainment and employment outcomes of students where data suggest that there are barriers which prevent them from reaching their full potential. We will build on our work to date to identify and where demonstrated reduce student awarding gaps for BAME students, international students, mature students, those who are carers and those declaring a disability.

For staff, our reviews of recruitment and promotion will help identify the changes needed to our policies and processes to ensure greater diversity and more equal representation. We will promote our mentoring programme and coaching for all members of staff and particularly for those from underrepresented groups. We are committed to tackling the gender pay gap identified in 2018. Closing this gap requires us to remove the obstacles faced by women, in particular, at major points of career development and progression. The actions we are taking – including the drive towards Flexible Sussex – will be designed to ensure we remove barriers to recruitment, progression and reward and proactively work to reduce inequalities for other minority groups as well.

We will seek to work closely with the University of Sussex Students' Union as well as with new and existing staff networks to hear the voices of a wide range of people and to fully understand and address the barriers they face to equal representation, attainment, progression and reward.

We are seeking independent recognition of our work on race, disability, sexual orientation and gender reassignment as we have achieved for gender equality through the Athena SWAN Charter. In addition to our ambition to become a Disability Confident Leader we will also aim to hold a Race Equality Charter Bronze award and be ranked in the Stonewall Workplace Equality Index Top 100 Employers. These schemes are for us not tick-box exercises but important tools which give leverage to address issues substantively and with support from all parts of the institution. It is within these programmes of work that we will collaborate with our community, using an evidence-led approach to understand the particular challenges and barriers we need to address and identifying actions to address them.

How we will deliver Equal Sussex

For Students

We are proud of our commitment to fair access and widening participation. Our Access and Participation Plan (APP) for 2020/21 to 2024/25 sets out an ambitious programme to achieve equality of access, opportunity and outcome for all of our applicants and students. Embracing our value of collaboration, student representatives were involved in every aspect of the Plan, both formally and informally, from evaluation of past activities through to shaping and creating the new vision.

Our overarching aim is to ensure equality for under-represented groups. We will promote and facilitate fair, inclusive, transparent practice through all the stages of the student experience. The APP sets out the analyses of areas of under-representation and gaps in experience and outcome. It also presents a theory of change to underpin our actions to address identified inequality. It sets targets to reduce the greatest gaps in representation and experience/outcome. We will reduce awarding gaps for students. In November 2021 we published our Antiracist Sussex Pledge which included a commitment to eliminate the BAME degree awarding gap.

We have made good progress towards our vision and goals. Data on awarding gaps and representation show we are on track to meet the targets we set for 2024/25. However we continue to monitor all gaps in outcome and experience and will continue to ensure that actions are taken to eliminate these.

Our outcomes in delivering Equal Sussex for students will be:

- Reduce the awarding gap between white and black students
- Reduce the awarding gap between white and Asian students
- Reduce the awarding gap between students with and without a disability
- Inclusive practice in all stages of student experience

Activities

- ✓ Degree Outcomes project to analyse quantitative and qualitative information to understand causes behind BAME awarding gaps at Sussex, evaluate potential actions to address these and create an action plan to coordinate and/or initiate work in this area.
- ✓ Roll-out BAME awarding gap toolkit to all Schools and publish School action plans to eradicate awarding gaps.
- ✓ Review assessment and feedback mechanisms to ensure inclusive practice.
- ✓ Create a student engagement, employability and enhancement programme.

✓ Review modes of teaching delivery in order to enhance our pedagogic practices.

For Staff

We have committed in our People Strategy to improving inclusivity by driving forward the actions that will result in reduced pay gaps and a pay framework, benefits and promotional criteria that are open, transparent and foster equality. We will ensure that our remuneration, reward and recognition offer is fair, transparent and effectively delivered with clear review processes and clear criteria for promotion, job evaluation and pay increases.

We will promote and facilitate fair, inclusive, transparent people practice through all the stages of the employee experience. The revision of our HR policies will proactively address inclusivity and allow a diverse workforce to be the best version of themselves, feeling valued for their input and equal in their ability to succeed and be recognised for their successes. We want to be renowned in the sector for our inclusive policies and being a champion of best practice around inclusivity and diversity, leading to improved engagement with our people.

We have made good progress towards our vision and goals. We analyse our staff data as part of our self-assessment process within our programmes of work related to charter applications. This process identifies the barriers we need to address at different points in the employee lifecycle and experience to eliminate identified areas of inequality in outcome or experience. The analysis and actions to address any barriers identified form part of the applications and action plans.

We were successful in our renewal of our Institutional Athena SWAN Charter award. The actions from the institutional action plan are reflected in our plans throughout this strategy. We have joined the Race Equality Charter and analysis of our staff and pay data continues as part of our self-assessment. We plan to submit our first application for award in 2023. In November 2021 we published our Antiracist Sussex Pledge as an interim step in this self-assessment process. We joined Disability Confident at level 1 in May 2019 and moved to level 2 in December 2021 following our first stage of self-assessment. We made our first application to the 2020 Stonewall Workplace Equality Index (WEI) and ranked 407th and are now ranked 264th following our application to the 2022 WEI.

Our outcomes in delivering an Equal Sussex for staff will be:

💛 reduced gender, ethnicity and disability pay gaps

💛 increased senior level representation for minoritised groups

💛 inclusive practice in all stages of employee experience

Activities

✓ Develop a total reward strategy

✓ Develop transparent pay frameworks at grade 10

- ✓ Clear criteria for promotion, evaluation and pay increases

- ✓ Introduce enhanced shared-parental pay provisions

- ✓ Revised guidance on starting salaries to reduce unconscious bias in these decisions

- ✓ Analysis of ethnicity/disability pay gap data to identify drivers and recommend actions

- ✓ Publish intersectional ethnicity and gender pay gap data

- ✓ Conduct a full equal pay audit

- ✓ Introduction of an e-recruitment system that supports fair and inclusive recruitment policies and processes.

- ✓ Revise appraisal framework for academic staff

- ✓ Produce a toolkit of measures for managers to support academic staff who take carers' leave

- ✓ Expand our mentoring scheme to offer identity-based mentoring

- ✓ Review of academic promotions process and how this links to career pathways, professoriate banding and academic appraisal to support the career development of all academic staff

Goal 2: Diverse Sussex

Be a place that celebrates and proactively supports and encourages diversity.

Diverse Sussex means that the University is firmly committed to creating and sustaining a positive environment promoting diversity and inclusion. We will continue to encourage and celebrate diversity throughout the University.

We are proud of our diverse Sussex community, but we realise that we are not as diverse as we could be and we need to ensure that the working and learning experience we offer is inclusive and supports all members of our community. We will work towards this, mindful of the findings of the Changing University Cultures (CHUCL) project, to promote an institutional culture and individual behaviours characterised by inclusion, kindness, integrity, courage and collaboration.

The University has clear expectations of how all members of its community treat – and are treated by – others. We will not tolerate bullying, harassment and violence, including sexual violence, racial harassment and hate crime. Reported incidents will be dealt with swiftly and decisively and we will provide support for those affected. We reviewed our policies on bullying and harassment and published a new Dignity and Respect Policy which will link to our policy on addressing violence and our new processes and procedures for supporting those who experience sexual violence. We have a team of trained Dignity and Respect Champions who provide support to staff who have concerns about dignity and respect at Sussex. We have introduced an online Report and Support tool where students and staff can report unacceptable behaviour either anonymously or by giving their contact details.

How we will deliver Diverse Sussex

Our institutional culture and the behaviours of those in our community are characterised by our core values of inclusion, kindness, integrity, courage and collaboration. We are committed to providing a safe, inclusive and respectful environment for every member of our community. We published our Dignity and Respect Policy in 2019. All members of our University community – staff, students and visitors – can expect to: be valued for their skills, abilities and contributions and be treated with dignity, respect and courtesy; study, work and live on a campus free from bullying, harassment or victimisation or violence and experience no form of unlawful discrimination. The University takes a zero tolerance approach to all forms of discrimination, bullying and harassment, and violence. In 2021 we launched the Report and Support tool for staff and students to report unacceptable behaviours either anonymously or by giving their contact details. The tool will better help us to understand and remove the barriers to people reporting incidents of bullying and harassment. This tool will give us better insight and understanding of what the issues are – and what we can do to address them and prevent future incidents.

In our People Strategy we have committed to develop a programme of coordinated work across staff experience to address the concern of staff in relation to witnessed and received bullying, micro-aggressions and harassment/disrespectful behaviour. We will use staff survey data to identify underlying causes and set targets for improvement. We will enhance our leadership capability and capacity and promote greater diversity at all levels of institutional leadership by adopting proactive strategies to identify and nurture talent early, to support effective succession planning in building the next generation of academic and professional leaders.

As part of our Learn to Transform Strategy we are developing ways to ensure what and how we teach is as inclusive as possible. Decolonising the Curriculum at Sussex is a collaborative university-wide project informed by insights drawn from research, educational policy and lived experience. We will look to build on this approach to explore the curriculum through further perspectives to make it as inclusive as possible.

Our outcomes in delivering Diverse Sussex will be:

- Staff/students who respect each other, and who are equipped with the tools to address poor behaviour when they see it
- A curriculum which is inclusive and promotes diversity of thought

Activities

- ✓ Develop a Wellbeing Strategy
- ✓ Revised Stress Management Policy
- ✓ Provide clarity on use of the term BAME and how and when we use it and where possible provide better alternative language

- ✓ Review the process for collection and analysis of feedback from staff in exit interviews/in exit questionnaires to see whether issues relating to protected characteristics are a causal or contributory factor

- ✓ Improve University external pages and pages for those considering joining the university to showcase our commitment to equality, diversity and inclusion

- ✓ Black Alumni Project

- ✓ Publish staff-facing resources to support decolonising the curriculum

- ✓ Initiatives to increase the diversity of Council and key governance committees to better reflect our diverse community

Goal 3: Connected Sussex

Build a thriving community that fosters good relations and supports a rich, diverse, rigorous, collegiate and inquisitive teaching, learning and research environment.

Connected Sussex means that the University will actively foster a culture of good relations between all members of our campus – including but not restricted to identity, nationality, faith and political groups.

We will actively promote awareness and understanding of a wide range of groups, giving a voice to them to share their perspectives. We are committed to the principle of collaboration and consultation to make Sussex truly inclusive. We value the crucial contribution of our staff networks and the Students' Union in sharing the staff and student voice of their membership to help shape policy and procedures which support all of our staff and students.

We will continue to promote the benefits of diversity across our local, national and global communities. We will seek to foster good relations across communities, both within the University and outside it - including with our local community through improving understanding and empathy.

How we will deliver Connected Sussex

Connected Sussex means that we will actively promote awareness and understanding of minority and under-represented staff and students to help foster good relations. We have already made good progress in supporting our staff networks with a clear commitment to our networks and time allocation for those who run them. In our People Strategy we have committed to enhance our existing community engagement structure to build stronger and more staff networks that give voice to marginalised groups, that collaborate with each other and inform/shape our work to facilitate a fair, open and inclusive environment.

Our Connector Programme involves students and staff working as equal partners, collaborating to improve the student experience at Sussex. Through co-creation, Connector teams develop careers support, embed technology in learning, design new course modules and more. Connector projects make a real difference to Student Connectors, Staff Connectors and the University community. Inclusivity is a hugely important part of this scheme helping to amplify the voices of under-represented student groups.

As part of our Engage for Change Strategy we have developed an International Strategy that aims to ensure that our students will be globally competent, confident, knowledgeable and skilled, prepared to thrive in a more diverse and interconnected world. Through our Internationalisation at Home strategy by 2025, 40% of our undergraduate students will undertake an international experience during their studies at home or abroad.

We will also commit to educating our staff and students to increase knowledge and awareness of minority and under-represented groups to deliver the inclusive culture we aspire to. We will ensure that all staff and students have accessed anti-racism learning. We will foster a culture of constructive dialogue about difference and a willingness to reduce "othering" through an allyship and listening programme and a series of speaker events. We will set up a religion and belief forum.

Our outcomes in delivering Connected Sussex will be:

💗 Actively promoting awareness/understanding of minority and under-represented staff/students

💗 Actively listening to the voices/perspectives of all staff and students and collaborate on shaping our organisation

💗 Staff/students who understand how to work together and collaborate, acting with integrity, kindness, courage

Activities

✓ Anti-racism training and development opportunities for staff and students.

✓ Review of and seek to enhance EDI training for staff, students and Council members and

uptake of existing provision

- ✓ Ensure that our procurement strategies are inclusive and uphold our values.

- ✓ Work with students through the Connector Programme to understand issues of student diversity in order to enhance inclusive practice

- ✓ Work with Staff Networks to analyse and act on feedback from staff surveys

- ✓ Develop a programme of allyship work

- ✓ Launch a new lecture series, with speakers addressing the University community to increase understanding on a range of inclusion issues.

- ✓ Establish a religion and belief forum to consider and address a range of matters including islamophobia and anti-Semitism

Goal 4: Accessible Sussex

Provide equal access to excellent learning, research and employment opportunities for all with particular regard to disability and also recognising the accessibility needs of those with other protected characteristics.

Accessible[1] Sussex means that everybody in our community can do what they need to do in a similar amount of time and with the same amount of effort. It means that people are empowered, can be independent, and will not be frustrated by something that is poorly designed or implemented.

Notwithstanding the challenges raised by the topography of our campus, we aim to be fully accessible, transforming the University so that all members of our campus community have a fully inclusive experience, providing the kind of environment where people can achieve their ambitions and potential. We will provide equal access to excellent learning, research and employment opportunities regardless of physical or unseen impairments and other identities. Our belief that what is necessary for some is generally good for all will be at the heart of how we design our services and facilities.

We are proud of our campus which offers a stunning location and unique architectural heritage. But we acknowledge the constraints and barriers to accessibility that our campus presents. We will address some difficult issues by actively embracing the challenge of delivering innovative approaches to improve accessibility. Our new estate strategy articulates our plans to develop our estate. In implementing that we will collaborate with experts in this field to identify affordable solutions that provide accessibility without compromising the beauty and heritage of our estate. The accessibility challenges we face on campus are not simple to overcome and will take time and financial investment. In the short term we will continue to make practical improvements in line with the needs and requests of staff and students.

Our digital strategy sets out how we can support all our students and staff and increase accessibility. A robust and innovative digital architecture opens new and exciting opportunities to deliver greater accessibility. Technology will enable us to introduce new ways to deliver our services and for students and staff to engage with us.

We will use the Disability Confident scheme as a framework to shape our approaches to accessibility for our employees. Our aim is to provide seamless, joined-up solutions to applicants, staff and students accessing support for physical or unseen impairments and other requirements. Our aim is to improve understanding of how these issues impact our staff and students, what we are doing to address them and how everybody can become part of the solutions though kindness, collaboration and courage.

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[1] Accessible Sussex does not include access issues covered by the AAP. It relates to physical and virtual accessibility of our services and teaching for staff, students, applicants and visitors

How we will deliver Accessible Sussex

In Building for the Next Generation, the Sussex 2025 estates strategy, we have committed to ensure that the estate is fully accessible for all our staff, students and local communities. An inclusive campus will be placed at the heart of design with opportunities to address inequality of access across the piece. Our goal will be to ensure we are inclusive by dismantling borders and creating opportunities. We will prioritise and promote accessibility for all, and ensure all new projects are accessible by design. All non-project type work will adhere to these same core principles.

The Covid-19 pandemic meant that some strategic work on estates had to be put on hold while we prioritised essential adaptations to the estate to make the campus safe. However new spaces on campus have been created improving accessibility. In 2022 we opened the new Student Centre as part of a range of initiatives to enhance the student experience. It is designed to be the go-to place for students to get face-to-face information, advice and guidance. It is accessible to all, including a changing place. This reflects the model for inclusive design for all new development on the campus.

We will transform, manage and maintain our campus to ensure it is accessible for all and that the facilities and services on campus meet the needs of all our staff, students and visitors.

We will transform how we work to improve the experience for disabled students from the support we provide. In our Digital and IT Strategy we have committed to set the standard for innovation in teaching, learning and student experiences. In doing this we will ensure technology, infrastructure and systems are accessible and personalised so that every student gets an opportunity to learn and/or research without barriers.

We launched a new workplace adjustment toolkit in 2021 to support disabled staff. In our People Strategy we have committed to a comprehensive review of all HR policies, processes and support to ensure that we enable our people to do their best work. This will include the next stages of the workplace adjustment toolkit.

Our outcomes will be:

- A campus that is accessible for all and that the facilities and services on campus meet the needs of all our staff, students and visitors
- Ways of working that improve experience for disabled staff and students

Activities

✓ Ensure our technology, infrastructure and systems are accessible

✓ Ensure technology, infrastructure and systems are accessible and personalised so that every student gets an opportunity to learn and/or research without barriers.

- ✓ Publish inclusive estates policy core principles

- ✓ Provide clear University guidance on workplace adjustment for staff

- ✓ Implement a new workplace adjustment policy

- ✓ Develop disability absence policy

- ✓ Review support services for disabled students and applicants to ensure that they are accessible and provide the reasonable adjustment required

- ✓ Establish a religion & belief forum, in part to assist in advocating for the needs of these communities.

Goal 5: Flexible Sussex

Become an organisation that is flexible by default to ensure we are inclusive in everything we do.

Flexible Sussex means that we will take a proactive approach to flexible working, encouraging and supporting individuals who want greater flexibility, making things easy to arrange and change. We will promote a culture where, unless there is a good reason, we say 'yes' to flexible working and all new positions are advertised as suitable for flexible working unless there is a clear business reason for not doing so. Sussex is powered by its people and they are our strength in delivering Sussex 2025. Embracing an agile and flexible approach to work will enable us to attract, retain, support and develop an excellent and diverse workforce.

Flexible Sussex will be central to our plans to reduce inequality and improve accessibility. We seek to improve the representation of women and support carers working at Sussex by improving retention and progression for staff working flexibly. Feedback from staff in 2017 highlighted the need to improve our current approaches to flexible working. We believe that enabling better flexible working within the University is key to reducing our gender pay gap. Flexible working is also one of the most effective forms of reasonable adjustment available to support staff with a disability. This will enable us to increase accessibility to opportunity and progression throughout the University.

Flexible Sussex is also about enabling flexible and agile ways of working to improve our services and sustainability. Flexibility in how services are delivered will enable us to reflect a diverse range of needs. We will transform how we work to improve the experience for students and staff.

We have undertaken a range of reviews of how we deliver our services (1PS), how the University is structured to meet the evolving challenges within the world and HE (Size and Shape) and the culture within our University (CHUCL). We will continue to ensure that flexible, equal, accessible and inclusive policies and procedures shape the implementation of how we work and deliver our services.

How we will deliver Flexible Sussex

For Staff

We have committed in our People Strategy to recognise and enable flexible working as an important element of our reward package. We want Sussex to be a great place to work. We want to be known as an employer that values and invests in the wellbeing of staff and actively promotes a better work-life balance.

We have made good progress towards our vision and goals. We relaunched our flexible working policy in July 2018 and since October 2018 all new positions have been advertised as suitable for flexible working, unless there is a clear business reason for not doing so. In 2021 we introduced a remote working framework which promotes and encourages the practice of remote working as allowed by an individual's role, team/departmental requirements, personal circumstances and preferences, while also ensuring the efficient and effective running of the University and the research and education we provide. The framework builds on some of the positive experiences that came from working differently during the Covid 19 pandemic.

We remain committed to enabling better flexible working within the University to support the needs of a diverse workforce.

Our outcomes in delivering Flexible Sussex for staff will be:

💙 A range of flexible working options within the University that can be tailored to support the needs of all employees
💙 Ways of working which improve the experience for staff

Activities

✓ Monitor the impact of our flexible working policy and remote working framework on increasing representation of carers and disabled staff across our staff demographics.

✓ Use staff surveys and other continuous improvement feedback loops to review the effectiveness of our flexible and remote working practices (with particular regard to disabled staff and staff with caring responsibilities)

✓ Ensure that in introducing new ways of working and delivery of university services, diverse working patterns are considered and included in the design and consultation.

✓ Use IT to enable new ways to deliver our services to staff

For Students

We have committed in our Learn to Transform Strategy that students will receive a transformative, high quality education and learning experience that will allow them to realise the futures they want. Flexibility in how the education and learning experiences are delivered

ensures that a diverse range of student needs can be met. We launched our pedagogic revolution in 2019 to encourage dialogue for innovative practice to underpin that flexibility.

We have made good progress towards our vision and goals. Smart Sussex (one of the enabling strategies of Sussex 2025) emphasises the University's ambition to pioneer the use of virtual and augmented reality technologies to deliver a distinctive learning experience for our students. While some progress had already begun on providing a digitally enhanced learning experience, the Covid-19 pandemic escalated the adoption of significant changes to its teaching and learning approaches. Students now have the flexibility to log into Sussex systems remotely and complete their work or studies away from the campus. We have embraced a range of technologies to enable remote study and collaboration for students: Canvas learning-management platform; Panopto lecture-capture software; Zoom video conferencing technology; and LinkedIn Learning.

Our outcomes in delivering Flexible Sussex for students will be:

 Ways of working which improve the experience for students

 Flexible learning pathways (within a range of choices)

Activities

- ✓ Pedagogic Revolution
- ✓ Review modes of teaching delivery
- ✓ Grow alternative and flexible delivery methods
- ✓ Use IT to enable new ways to deliver our services for students
- ✓ New ways to access university services

Through the transformative power of education, research and engagement,
and Inclusive Sussex, we work for a better university for a better world

Signed off by Council, July 2022

☑ Student equity, diversity, inclusion

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Description

This Access and Participation Plan is aligned to our 'Sussex 2025 Strategic Framework – a better university for a better world'. Sussex 2025 reimagines the pioneering spirit of the original purpose of our University, but for new times and a new generation. Our five core values are defined as: kindness, integrity, inclusion, collaboration and courage, and these values underpin our Learn to Transform strategic vision for education and the student experience.

Language

British English

Sharing Rights

PRME Community

University of Sussex
Access and Participation Plan

2020/2021 to 2024/25

Section one: context of our Access and Participation Plan

1. This Access and Participation Plan is aligned to our *'Sussex 2025 Strategic Framework – a better university for a better world'*. Sussex 2025 reimagines the pioneering spirit of the original purpose of our University, but for new times and a new generation. Our five core values are defined as: kindness, integrity, inclusion, collaboration and courage, and these values underpin our *Learn to Transform* strategic vision for education and the student experience. *Learn to Transform* has five main aims:

    Be collaborative: engage our students as co-creators in their learning experience;
    Be inclusive: dismantle borders, create opportunities, add value and deliver fair outcomes;
    Be disruptive: deliver an inspirational and transformative learning experience that transcends the classroom;
    Be courageous: deliver a distinctive, digitally advanced education that dares to be different;
    Be kind: ensure our students are respected and recognised for who they are, adding value to their learning experience and delivering positive outcomes.

2. We have identified actions for each of the above aims, a number of which will help us deliver the overarching vision of this Plan. The key actions for this area of work are:

    Be collaborative:

    - Create a student engagement, employability and enhancement programme;
    - Undertake a review of our student-voice mechanisms.

    Be inclusive:

    - Identify the causes of the black, Asian and minority ethnic (BAME) attainment gap and to use that information to work towards eradicating the gap;
    - Review assessment and feedback mechanisms to ensure inclusive practice;
    - Work with students to understand issues of student diversity in order to enhance inclusive practice;
    - Engage with students and employers to advise on content, delivery and assessment of modules and programmes of study.

    Be disruptive:

    - Review modes of teaching delivery in order to enhance our pedagogic practices.

3. The Sussex 2025 *Engage for Change* Strategy sets out our vision for ensuring that our students and staff are connected, engaged, entrepreneurial and creative citizens of the world. A key

action in the *Engage for Change* Strategy, which will underpin the way we develop our access and participation plans, is to:

- Identify key organisations and partnerships that reflect our aims and values.

4. There are core, underpinning strategies that inform all of our key actions, including the *Equality, Diversity and Inclusion* Strategy and the emerging *Employability* Strategy.

5. This Plan has been drafted within the context of the national student support and fee regime in place for 2019/20. The level of anticipated spend and support are subject to change over the duration of the Plan and may be dependent upon the response to the recently published Review of Post -18 Education and Funding and any subsequent sector-wide changes. We recognise any changes to our Plan would be in exceptional circumstances, and we would submit a request to OfS for approval of any such variations.

Strategic aims and objectives

6. The University's Education and Students Strategy, *Learn to Transform*, was created in partnership with students. In Summer 2018 a series of workshops were held which brought students, academic and professional service staff together to create the core aspects of the Strategy. Once drafted, the Strategy was considered by key University committees, with full student representation, and received approval from Council, the University's governing body in November 2018. The University is proud to have two student representatives on Council; the President of the Students' Union and an elected PG student.

7. The University's *Learn to Transform* strategy sits alongside the University's strategic vision to make students our partners in the big decisions that face the University. We are proud of our commitment to fair access and widening participation and, in line with our Learn to Transform Strategy, we have taken an aspirational approach working with our students to co-create partnership opportunities in all of the work that we do. Success will be achieved through:

- Students co-creating to shape the services that will support retention and an enhanced student experience;
- Providing a suite of personal development opportunities that improve students' confidence, self-belief and leadership capabilities;
- Aiding transition, particularly through working with students to increase their feelings of belonging and connection;
- Championing and extending opportunities for our students to engage more in University life.

8. In line with our ethos and ways of working, student representatives have been involved in every aspect of this Plan, both formally and informally, from evaluation of past activities through to shaping and creating the new vision.

Target groups

9. As further described in paragraph 38, our overarching aim to ensure equality of opportunity for under-represented groups at all stages of the student lifecycle. To ensure this, we have set a number of measurable objectives and targets, set over the lifetime of this Plan and beyond.

10. Through the performance analysis detailed in section two, we have targeted groups for whom gaps are widest. Many of these reflect OfS key performance measures, and we aim to

contribute to national equality of opportunity with OfS and colleagues across the sector. The groups we have identified are POLAR4 Q1; IMD Q1; BAME (specifically black and Asian) students and students with a disability.

11.   While we will monitor our performance at every stage of the lifecycle for all of these groups, and will aim to reduce any gaps we find, we have identified eight objectives where we have found the most significant gaps. Our annual target milestones can be found in our targets and investment workbook.

12.   Our measurable objectives will be to:

• Reduce the access ratio gap in POLAR4 Q1:Q5 students from 1:5.7 to 1:3 by 2024/25, on a trajectory to 1:1 by 2038/39
• Increase the percentage of IMD students from 8.8% to 21% by 2024/25, to achieve alignment with the sector average of IMD Q1 percentage intake
• Reduce the access ratio in BAME to white students from 3.7 to 2.2 by 2024/25, aligning us with a sector average ratio
• Reduce the attainment gap between Asian and white students from 21% to 4.2% by 2024/25 (eliminating the unexplained gap, based on OfS differences in student outcomes by ethnicity analysis), seeking to eliminate the remaining explained gap by 2029/30
• Reduce the attainment gap between black and white students from 25% to 5% by 2024/25, (eliminating the unexplained gap, based on OfS differences in student outcomes by ethnicity analysis), seeking to eliminate the explained gap by 2029/30
• Reduce the attainment gap between students with a disability and those without a disability from 7% to 0% by 2024/25
• Reduce the gap in progression outcomes between IMD Q1 and Q5 students from 16% to 0% by 2024/25
• Reduce the gap in progression outcomes between black and white students from 15% to 0% by 2024/25.

13.   We propose to increase percentage of IMD Q1 students (rather than reduce ratio against Q5) recognising this is an ambitious deliverable, and we would seek to balance this increase against a decrease in the upper quintiles of IMD.

14.   We will underpin our strategic aim of identifying the causes of the black, Asian and ethnic minority (BAME) attainment gap with the following objectives:

• Clearly identify the nature of the gaps that will present in different subject areas
• Produce a toolkit that will present a variety of methods that can be tailored to the gap that is identified
• Work with students as curriculum consultants to review the curriculum and made recommendations for a more inclusive approach and content.

15.   In addition, we are actively supporting a number of other groups of students who are under-represented in higher education. We have signed up to the Stand Alone pledge for estranged students and the Care Leavers Covenant. We will also work to support forced migrants and refugees, children from military families and young carers.

Section two: assessment of performance

16.   Data for the Assessment of Performance comes from several data sources: the OfS APP dataset; UCAS end-of-cycle reports; internal admissions data; and the HESA Student return (supplemented with internal student data). The OfS dataset showed no significant changes between years 1 and 5, or years 4 and 5 for any demographic group. Where in year gaps are significant, these are coloured and emboldened for each relevant year. Sector data show the Y5 gaps between each WP group and their counterpart.

Higher-education participation, household income, or socioeconomic status

Student Demographic	Measure		Sussex Year 1	2	3	4	5	Sector Year 5
POLAR4 Q1	Access	Ratio Q5:Q1	6.4	5.6	6.1	5.6	5.7	2.5
		Gap to population[1]	**10.7**	**10.4**	**11.5**	**10.4**	**11.0**	**6.7**
		Applications[2]	7.4	7.3	7.8	7.5	7.6	10.5
		Placed applicants[3]	7.5	7.0	8.0	6.8	7.4	10.8
	Gap to Q5	Continuation	4	-1	1	3	0	**5.0**
		Attainment	5	9	7	5	3	**9.5**
		Progression	3	-4	-9	-2	-8	**6.0**
Household income[4]	Access proportion	≤£25,000			32.0	29.8	27.6	
		£25,001 - threshold[5]			14.3	13.6	13.5	
	Continuation gap to above threshold	≤£25,000			1.5	1.9	1.7	
		£25,001 - threshold			-2.7	0.2	-2.1	
	Attainment gap to above threshold	≤£25,000			2.7	7.1	3.5	
		£25,001 - threshold			3.9	1.0	-0.9	
	Progression gap to above threshold	≤£25,000			-1.7	-0.9	-1.7	
		£25,001 - threshold			-7.4	1.0	1.3	
IMD Q1	Access	Proportion	8.9	8.5	8.7	8.9	8.8	21.6
		Gap to population	**12.7**	**14.3**	**14.1**	**14.5**	**13.5**	**5.7**
	Gap to Q5	Continuation	1	2	3	0	2	**7.9**
		Attainment	10	5	14	12	9	**18.0**
		Progression	4	-1	7	8	16	**7.1**

Table 1: performance across the student lifecycle for students from lowest quintiles of POLAR4 and IMD, and those with a household income lower than £25k.

17.   Access: the data show significant gaps in access for 18-year-old POLAR4 Q1 and IMD Q1 entrants compared to the proportion of 18-year-olds in the total population[6] (11.0% and 13.5% respectively in Y5). The ratio of young POLAR4 Q5:Q1 entrants currently stands at 5.7:1,

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[1] 18-year-old population

[2] Source: UCAS end-of-cycle data. Proportion of 18-year-olds from POLAR4 Q1

[3] Source: UCAS end-of-cycle data. Proportion of 18-year-old placed June-deadline applicants

[4] Source: Internal data, students who transfer considered non-continuer

[5] 'Threshold' for 2017/18 was £42,875

[6] The total population covers all of the UK for POLAR4, and England for IMD

well behind the OfS KPI measure to close the gap to 3:1 for higher tariff providers by 2024/25. UCAS data show there has been little change in the proportion of applications from POLAR4 Q1, and that to reduce the Q5:Q1 access ratio, the proportion of applications from Q1 students needs to rise significantly.

18.   Success – non-continuation: there are no significant continuation-rate gaps between POLAR4 and IMD Q5 and Q1 students in any year. There are currently no gaps between POLAR4 Q5 and Q1, which suggests Sussex is likely to meet the OfS KPM to close the gap in continuation rates before 2024/25.

19.   Success – attainment: POLAR4 Q5/Q1 attainment gaps were widest in Y2 and Y3, however the gaps have narrowed. There are IMD Q5/Q1 attainment gaps in all years, however the gap has been narrowing over the last three years.

20.   Progression: POLAR4 Q5/Q1 progression gaps were negative in the last four years showing Q1 students have better progression rates than Q5 students. However, for IMD Q1 students there has been widening of the gap, which now stands at 16%.

Students from a black, Asian and minority ethnic background

Ethnicity	Measure		Sussex					Sector
			Year					Year
			1	2	3	4	5	5
BAME	White:BAME access ratio		4.0	4.4	3.6	3.6	3.7	2.2
	Gap to white	Continuation	-1	0	1	-1	-1	3.2
		Attainment	10	4	9	14	14	13.2
		Progression	-4	3	0	-4	2	3.9
Black	Access	Proportion	6.0	4.7	5.8	5.6	4.3	10.5
		Gap to population	-3.1	-1.1	-2.2	-1.6	-0.8	-2.7
		Applications[7]	7.8	6.8	7.5	6.8	6.7	8.3
		Placed applicants[8]	4.3	5.0	4.9	4.1	3.9	6.9
	Gap to white	Continuation		-1	2	-1	-2	6.3
		Attainment	23	3	15	20	25	23.1
		Progression	0	5	-2	-4	15	4.8
Asian	Access	Proportion	5.5	5.8	6.4	7.6	7.2	13.7
		Gap to population	2.7	2.0	2.1	0.8	0.8	-6.3
		Applications	7.3	7.1	8.8	9.6	8.9	13.3
		Placed applicants	4.8	5.0	5.9	6.6	6.0	11.0
	Gap to white	Continuation	1	0	-1	-2	-3	1.0
		Attainment	8	7	12	17	21	10.2
		Progression	1	2	3	-5	-6	3.8

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[7] Source: UCAS end-of-cycle data. Proportion of applications for each ethnicity
[8] Source: UCAS end-of-cycle data. Proportion of placed June-deadline applicants for each ethnicity

Mixed	Access	Proportion	6.5	6.3	7.6	7.0	7.7	4.8
		Gap to population	-2.4	-3.2	-4.2	-3.2	-4.8	-1.6
		Applications	6.4	6.4	6.5	7.0	6.9	4.7
		Placed applicants	6.6	6.6	7.1	7.5	7.3	4.5
	Gap to white	Continuation	-2	-1	1	-1	3	2.5
		Attainment	5	3	2	4	5	4.0
		Progression	-9	0	0	-3	1	3.0
Other	Access	Proportion	2.0	1.7	2.2	1.4	1.9	2.2
		Gap to population	-0.5	-0.4	-0.9	-0.5	-0.5	-0.6
		Applications	1.9	2.0	2.2	2.2	2.2	2.0
		Placed applicants	1.8	1.6	1.6	1.7	2.3	1.6
	Gap to white	Continuation			5		5	2.8
		Attainment			5	20	10	13.2
		Progression						3.5

Table 2: performance across the student lifecycle for students by ethnic background.

21. Access: data show that there is a higher proportion of 18-year-olds of black or mixed ethnicity at Sussex than there is in the total UK population, with negative gaps in every year (significantly so in most years). While behind the population, the gap is narrowing for Asian students. However, the gap for black students, while still ahead of the population, has fallen from Y1 to Y5. The proportion of black and Asian students at Sussex is lower than that found within the sector, with a 3.7:1 White:BAME access ratio in Y5 at Sussex compared to 2.2:1 within the sector. UCAS data show the proportion of applications from black and Asian students is above the proportion of placed applicants, showing a disproportionate loss of black and Asian students between the application stage and confirmation period. Also, the proportion of applications from black students has fallen. For students of mixed ethnicity, there is a greater proportion of placed applicants than applications.

22. Success – continuation: in most years, black students, Asian students, and students of mixed ethnicity have negative gaps, demonstrating continuation rates above that of white students. In years 3 and 5, small continuation gaps are present for students of other ethnicity (data in other years is suppressed due to small numbers).

23. Success – attainment: there are significant BAME attainment gaps in Y4 and Y5, with large attainment gaps present in almost every year for black and Asian students. Gaps for black and Asian students have widened from Y2 to Y5 (and exceed the sector gap for all ethnicity groups except those of other ethnicity). While still evident, gaps for students of mixed or other ethnicity are smaller in Y5.

24. Progression – the gap in progression rates between black and white students widened between Y4 and Y5 from -4% to 15% (there is a small population size, and the gap and year-on-year change are not statistically significant). However, for other ethnicity groups, and for black students in other years, gaps are either small, negative or suppressed due to low numbers of students.

Mature students

Measure		Sussex					Sector
		Year					Year
		1	2	3	4	5	5
Access proportion		10.9	10.9	9.5	9.1	8.3	27.8
Gap to young	Continuation	9	8	6	4	7	7.4
	Attainment	7	6	1	5	1	10.3
	Progression	-6	-5	2	-3	-12	-3.4

Table 3: performance across the student lifecycle for students over 21.

25. Access: the proportion of mature entrants has decreased year on year from Y2 to Y5, and remains well behind the proportion of mature students in the sector.

26. Success – continuation: there are gaps in continuation rates between young and mature students in every year, with little change over time.

27. Success – attainment: the mature-student attainment gaps in Y1 and Y2 have narrowed to leave a very small attainment gap in Y5 (1%).

28. Progression – except in Y3, mature students have negative gaps compared to young students, showing higher progression rates than young students, significantly so in Y5 at -12%.

Students with a disability

Disability	Measure		Sussex					Sector
			Year					Year
			1	2	3	4	5	5
All Disabilities	Access	Proportion	13.0	14.0	14.9	17.0	19.2	14.6
		Applications[9]	9.5	9.5	10.3	11.2	12.9	11.6
		Placed applicants[10]	9.8	9.3	10.2	12.4	13.7	11.4
	Gap to no known disability	Continuation	4	4	1	3	1	1.0
		Attainment	5	4	3	3	7	2.8
		Progression	2	5	2	0	0	1.8

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[9] Source: Internal admissions data. Proportion of applications with a declared disability. Sector data source: UCAS End-of-cycle report, based on proportion of applicants

[10] Source: Internal admissions data. Proportion of all placed applicants with a declared disability. Sector data source: UCAS End-of-cycle data, for June deadline applicants

Mental health condition	Access proportion		2.4	3.4	4.2	4.9	6.9	3.5
	Gap to no known disability	Continuation	15	4	5	2	2	**3.5**
		Attainment	10	9	2	8	10	1.4
		Progression	15	6	10		3	**4.1**
Cognitive or learning difference	Access proportion		5.7	6.1	5.2	6.3	6.1	5.5
	Gap to no known disability	Continuation	0	2	-2	2	1	**-1.1**
		Attainment	1	0	3	5	1	**3.4**
		Progression	-5	10	2	1	2	0.0

Table 4: performance across the student lifecycle for students with a disability.

29. Access: in Y5, the proportion of entrants at Sussex with a self-declared disability is larger than that found within the sector as a whole**.** Application data show that the proportion of placed applicants with a disability is ahead of the proportion of applications in most years. The proportion of entrants with a mental health condition has risen to 6.9%, and is now the most common form of disability, ahead of those with a cognitive or learning difference.

30. Success – continuation: gaps in continuation rates are found for students with a disability. However, this has narrowed to 1% in Y5. A particularly large gap of 15% is found in Y1 for students with a mental health condition (a small population size, and is not statistically significant), however this gap has now narrowed to 2%.

31. Success – attainment: gaps in attainment are found for students with a disability, widening to a 7% gap in Y5. However, these gaps are not significant. The gaps are particularly wide for students with a mental health condition, at 10% in Y5. Both the gaps for students with all disabilities, and with a mental health condition are wider than that found within the sector.

32. Progression – there are no significant gaps for progression between students with a disability and no known disability.

Care leavers

Lifecycle stage	Number of entrants	Continuation gap	Attainment gap	Progression gap
Care leavers[11]	38	-4.7	10.6	12.0

Table 5: performance across student lifecycle for students who are care leavers, aggregated.

33. There have been 38 care-leaver entrants in the last three academic years. Aggregated over three years, success and progression analysis show care-leaver students are more likely to continue their studies than non-care-leaver students. However, attainment and progression gaps exist.

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[11] Source: HESA Student return and DLHE data, with internal data on care leavers. Students who transfer are counted as a non-continuer. Data are aggregated over three years due to small numbers.

Intersections of disadvantage

Access proportion	Q1/2 Sussex (YOY change Y1 to Y5)		Q3/4/5 Sussex (YOY change Y1 to Y5)	
Year 5	Male	Female	Male	Female
POLAR	8.4 (0.6)	10.6 (0.9)	36.0 (0.8)	45.0 (-2.4)
IMD	11.2 (-0.5)	13.3 (-0.9)	33.8 (1.3)	41.7 (0.0)

Table 6: access proportion by POLAR4 and IMD quintile and gender split.

Access proportion	Q1/2 Sussex (YOY change Y1 to Y5)		Q3/4/5 Sussex (YOY change Y1 to Y5)	
Year 5	BAME	White	BAME	White
POLAR	4.2 (0.9)	14.8 (0.6)	16.9 (-0.2)	64.1 (-1.3)
IMD	9.2 (-1.0)	15.2 (-0.3)	12.0 (2.0)	63.6 (-0.7)

Table 7: access proportion by POLAR4 and IMD quintile and ethnicity split

Intersection Year 5	Baseline group	Measure	Sussex (YOY change Y1 to Y5)			Sector (YOY change Y1 to Y5)		
			Female Q1/2	Male Q1/2	Male Q3/4/5	Female Q1/2	Male Q1/2	Male Q3/4/5
Gender / POLAR	Female POLAR4 Q3/4/5	Continuation	0 (1)	3 (-1)	1.4 (0)	**2.7** (0.3)	**5.2** (1.0)	**2.2** (0.4)
		Attainment	4 (2)	6 (-5)	6 (-5)	**5.5** (-0.2)	**10.3** (0.3)	**5.2** (-0.2)
		Progression	-4 (-2)	-7 (1)	0 (3)	**3.2** (0.1)	1.6 (0.3)	**-1.5 (1.9)**
Gender / IMD	Female IMD Q3/4/5	Continuation	1 (2)	5 (2)	1.3 (1)	**4.4** (0.8)	**8.8 (2.3)**	**1.9** (0.4)
		Attainment	9 (7)	8 (-10)	6 (-3)	**12.7** (-0.5)	**16.2** (-0.2)	**4.7** (-0.7)
		Progression	5 (8)	6 (3)	0 (5)	**4.7** (-1.1)	**4.7** (-1.2)	-0.4 (1.4)
			White Q1/2	BAME Q1/2	BAME Q3/4/5	White Q1/2	BAME Q1/2	BAME Q3/4/5
Ethnicity / POLAR	White POLAR4 Q3/4/5	Continuation	1 (0)		0 (1)	**3.7** (0.7)	**1.9** (0.7)	**1.8** (0.6)
		Attainment	2 (1)	20 (15)	**14** (4)	**6.5** (0.1)	**14.9** (-1.1)	**12.3** (-1.1)
		Progression	-6 (-1)		1 (8)	**4.0** (-1.1)	**4.6** (-2.2)	**3.8 (-3.3)**
Ethnicity / IMD	White IMD Q3/4/5	Continuation	3 (2)	0 (1)	0 (1)	**4.8** (0.4)	**6.3 (2.0)**	**1.3** (0.3)
		Attainment	3 (1)	**18** (2)	12 (5)	**8.4** (0.3)	**19.4** (-1.5)	**9.4** (-1.7)
		Progression	4 (2)	8 (9)	-1 (5)	**3.6** (-1.2)	**7.2 (-3.6)**	**1.5** (-2.0)

Table 8: success and progression performance by POLAR4 and IMD quintile and gender and ethnicity split.

34. Access: data show a small increase over five years in the proportion of male POLAR4 Q1/2 entrants to 8.4% in Y5, compared to 10.6% female POLAR4 Q1/2 entrants in Y5. However, there has been a small fall in the proportion of both male and female students from IMD Q1/2. The proportion of BAME students from POLAR4 Q1/2 has increased over five years by 0.9% points, against a fall of 0.2% points for Q3/4/5 BAME students. The proportion of white entrants from POLAR4 Q1/2 has increased over five years, while the proportion of white entrants from POLAR4 Q3/4/5 has decreased. There has been a fall in IMD Q1/2 entrants for both BAME and white groups.

35. Success – continuation: there are no significant gaps in continuation rates for any intersection. However, the widest gaps are found for males from IMD Q1/2 and POLAR4 Q1/2, and white students from IMD Q1/2 compared to their baseline groups. The gaps for males from IMD Q1/2 and white students from IMD Q1/2 have widened over five years, but not significantly.

36. Success – attainment: there are attainment gaps between several intersections. For both POLAR and IMD, compared to white students from Q3/4/5, BAME students from both Q1/2 and Q3/4/5 have large attainment gaps (significantly so for BAME students from POLAR

Q3/4/5 and BAME students from IMD Q1/2). BAME students from both POLAR and IMD Q1/2 have noticeably wider attainment gaps than those from Q3/4/5. All of these gaps have widened over the five-year period.

37.   Progression: there are no significant gaps in progression rates. While not significant, progression gaps for male and BAME students from IMD Q1/2 are wider than those for students from IMD Q3/4/5 compared to their baseline groups. Also, there are gaps for white and female students from IMD Q1/2 compared to their baseline groups.

Section three: strategic measures

38.   Our overarching aim is to ensure equality of opportunity for under-represented groups at all stages of the student lifecycle. Our theory of change is underpinned by the NERUPI framework, which is embedded in our outputs across the lifecycle. This gives us a strong evidence base to support us in achieving our outcomes and aim.

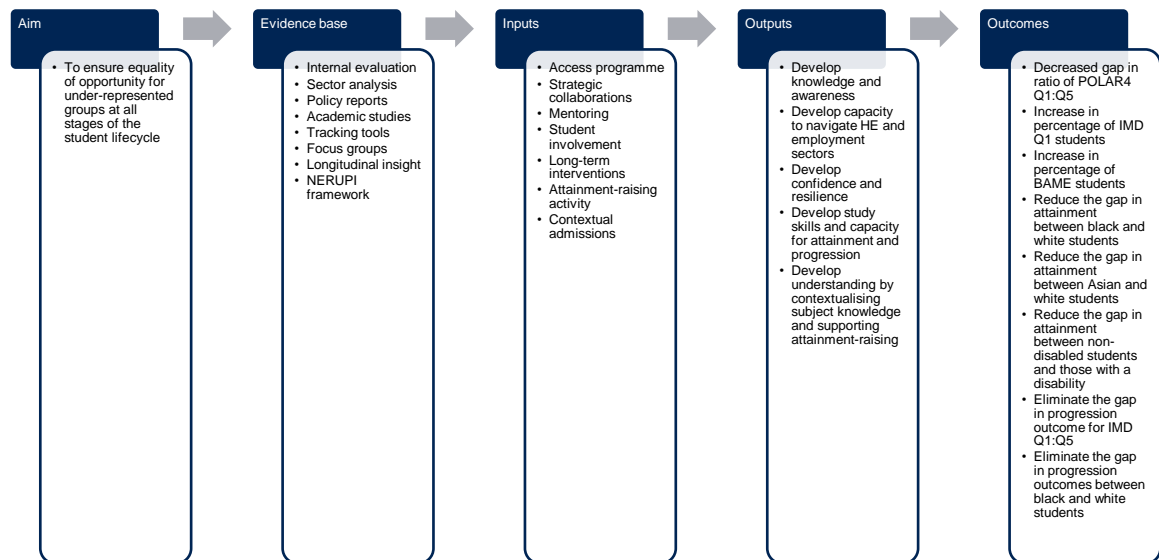| Aim	Evidence base	Inputs	Outputs	Outcomes
• To ensure equality of opportunity for under-represented groups at all stages of the student lifecycle	• Internal evaluation • Sector analysis • Policy reports • Academic studies • Tracking tools • Focus groups • Longitudinal insight • NERUPI framework	• Access programme • Strategic collaborations • Mentoring • Student involvement • Long-term interventions • Attainment-raising activity • Contextual admissions	• Develop knowledge and awareness • Develop capacity to navigate HE and employment sectors • Develop confidence and resilience • Develop study skills and capacity for attainment and progression • Develop understanding by contextualising subject knowledge and supporting attainment-raising	• Decreased gap in ratio of POLAR4 Q1:Q5 • Increase in percentage of IMD Q1 students • Increase in percentage of BAME students • Reduce the gap in attainment between black and white students • Reduce the gap in attainment between Asian and white students • Reduce the gap in attainment between non-disabled students and those with a disability • Eliminate the gap in progression outcome for IMD Q1:Q5 • Eliminate the gap in progression outcomes between black and white students

Figure 1: overarching theory of change to achieve fair access and participation aim.

39.   For each stage of the lifecycle we have developed a theory of change, which demonstrates how we will ensure equality of opportunity. These are presented in Appendix 1.

Whole-provider strategic approach

40.   In section one, we explained the alignment of the Access and Participation Plan (APP) with our Sussex 2025 and Learn to Transform Strategies. Another key strategy underpinning this APP is the University's Equality, Diversity and Inclusion Strategy – *Inclusive Sussex*. *Inclusive Sussex* sets out how achieving equality, diversity and inclusion is fundamental to the success of the University of Sussex. Through this Strategy, the University is aspiring not just to reduce inequalities in outcomes for individuals, but to use our expertise, commitment and courage to challenge the status quo. It sets out how we will take bold action to transform the campus into one that is experienced as inclusive by all our communities. This includes understanding and addressing power relations and the intersecting inequalities that many members of our community experience.

41.   To deliver an inclusive Sussex we will:

- Reduce the gap in representation, experience, progression and reward between those with and without protected characteristics;
- Be a place that celebrates diversity and tolerance and fosters good relations in our own and the wider community;
- Embed an ethos of co-creation with students through employment opportunities that enable students to shape their experiences;
- Provide equal access to excellent learning, research and employment opportunities, regardless of physical or unseen disabilities;
- Become an organisation that is flexible by default to ensure we are inclusive in everything we do.

42. We are members of the following schemes in order to achieve external recognition of our work.

- Race Equality Charter
- Stonewall Champion
- Disability Confident
- Athena SWAN

Strategic measures

43. The University has identified high-level measures to enable the achievement of its targets. We have underpinned this by embedding our strategic values into the approach outlined in this section.

44. By taking a holistic, aspirational and inclusive approach throughout the entire student lifecycle, we will build on our current provision, shaping an offer that supports all students not only to negotiate but to co-create, design and deliver the student journey to, through and from higher education. This approach benefits from all of the intended and unintended outcomes from delivering 'with' as opposed to delivering 'to' students. See paragraph 82 for more details.

45. The NERUPI framework underpins our offer across the student lifecycle as a conceptual structure, as well as forming the basis of our evaluation.

46. For the duration of the Plan we are committed to spending 30% of our HFI on Access, Success, Progress and student financial support measures.

Social and academic capital

47. Evidence suggests that early years interventions[12] can have a positive impact on motivations to progress to higher education. While our own tracking data have yet to mature enough to draw conclusions, it appears from internal evaluations that behaviours and attitudes toward education generally, and higher education specifically, have shifted positively as a result of extended pre-16 work.[13] Additionally, we are conscious of the benefits of sustained interventions over time in making informed decisions about progressing to higher education.[14] We will, therefore, ensure we deliver a portfolio of engaging, age-appropriate and curriculum-focused activities for pupils in key stages 2, 3 and 4. We believe it is important to reach

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[12] Education Endowment Foundation toolkit – early years interventions
[13] Internal source: 'Making choices evaluation'
[14] Office for Students (2018) 'National Collaborative Outreach Programme: the first year'

potential students in these age groups to increase their capacity for informed choice.

48. In order to meet our access targets we are proposing to introduce a holistic access programme to facilitate entrance to the University for students from these groups. A cross-university analysis of performance among competitor institutions shows an upward trend in enrolments of students from under-represented groups through access programmes.[15] This programme will develop social and academic capital ahead of applying to university. We have considered academic studies undertaken by other universities, including Kingston University,[16] when gauging the effectiveness of such a programme, and will use their findings to inform our programme's development.

49. Drawing from the co-creation ethos of our whole programme, the University ran the 'Access Your Future' project in partnership with the regional NCOP (SLNCOP). The project sought to understand barriers to higher education among students living in local Q1 areas through giving an authentic voice to our local communities and by placing the research in the hands of Year 12 students. The results so far have provided a solid foundation for our access programme, focusing on the honest challenges faced by students from under-represented groups. These results are complemented by a series of focus groups with current students from under-represented groups, who participated in outreach activities prior to entering higher education, in order to gain a deeper insight into what works.[17]

50. Understanding that real or perceived barriers can remain throughout the student journey, we want to empower students and develop the tools to dismantle these together through pre-emptive engagement programmes. To achieve our success objectives, we will use learning analytics to provide peer and coaching support to identified cohorts before additional barriers emerge. Our personal development offer will build students' confidence, providing the investigative, technical, navigational and recruitability skills at university and in the graduate job market that can support students in making informed choices. A tailored academic progression programme provides a more targeted approach to support the transition from level 4 to 5 for those at risk of repeating or withdrawing, together with financial health checks to scaffold the monetary transition from halls to private housing.

51. We will move toward looking at the curriculum through three key lenses, one of them being inclusivity. We will work with BAME and disabled students to co-create a revised curriculum. This will have a significant impact, as delivery will be more accessible and students will see themselves in their curriculum: a barrier that students report to be facing. By working with co-creators in specific cohorts we will gain further insight into the barriers that the target groups face. This will lead to peer created support to address these barriers in an inclusive and aspirational way.

52. A BAME attainment gap steering group comprising staff and students has now formed and created a toolkit for staff. Additionally data packs have been created for a pilot group of Schools which together with the toolkit provide a clear set of data indicating by subject areas where gaps exist. This has led to facilitated open meetings between staff and students to try and identify some of the causes of the gaps. We will be working in co-creation and particularly with students from BAME backgrounds using course and institution level data to explore and

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[15] Internal source: 'compact programmes analysis'

[16] Butt, E & Woods, J (2018) 'The Kingston University compact scheme: from fair access to success' in *Concepts of Value & Worth: National Perspectives on Widening Access and Participation*, Forum for Access and Continuing Education

[17] Internal source: 'Compact focus groups transcription'

investigate gaps. We are seeking to make changes for a more inclusive learning and assessment experience and in parallel we will formulate the foundations of appropriate interventions ready for implementation in September 2020. We will therefore aim to have evidence of causes of the gaps highlighted within 6-12 months, along with initiatives designed to address these.

53.   We are looking at ways of providing a streamlined experience for students leaving care. We have consistently sought to provide additional on course and enhanced support for these students over previous Plans and Access Agreements. Under our new Plan students will be able to access tailored coaching and progression support centred around building academic and study skills. Students leaving care will be prioritized for co-creation roles in order to build confidence and widen experiences and we will seek to include their voice and active participation in the development of our vision. Paragraph 62 shows that student ambassadors achieve better success and progression outcomes and we propose that participation in the co-creation roles will contribute to similar outcomes.

54.   Working with alumni in the target groups who can mentor current students around employability and access to opportunities will directly impact IMD and BAME progression. We will grow access to entrepreneurship providing more opportunities that may have been deemed unreachable for students in these groups. Business advisor support coupled with a social entrepreneur in residence, who we hope to be an alumni in the target group, will bring exposure and present different pathways for students.

55.   Research[18,19]suggests that targeted mentoring can benefit students from under-represented groups, and has a positive impact on progression. Peer and alumni mentoring are deeply embedded throughout the lifecycle of our offer, starting with mentoring opportunities for young people to support them in their decision-making process and in understanding the application process.

56.   On-course academic mentoring will utilise our students' strengths and abilities to mentor their peers through particular areas of study that previous students have identified as challenging to navigate. The residence life programme sees peers creating and delivering a programme to enrich the student experience at 'home'. Recent graduates – particularly black and Asian as well as disabled alumni – will work to support final-year students in their exam preparation and applications to graduate roles. Networks will grow organically (as will social and academic capital), supporting the closure of the attainment gap for black and Asian students.

57.   Early career Alumni mentoring will see new graduates supporting students with exam technique and graduate application forms, building social capital and their network, exposing them to an industry of their choice and guiding opening their access to opportunities. The introduction of shorter term and micro –placements rather than the commitment of a year-long placement will provide sound and manageable experiences whilst supporting the development of skills and preparedness for progression.

58.   We will continue in our efforts to encourage applications from mature students, and provide outreach support for progression to higher education. We will seek to provide opportunities through the development of alternative provision such as online distance learning.

Habitus

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[18] Storey, P (2005) 'Mentoring and Aimhigher: a literature review'
[19] Brightside Trust – theory of change

59.   To support our access objectives a travelling team of staff and students and opportunities to access the Sussex campus via virtual reality will give prospective students the opportunity to see and sense what studying at the University and its surrounding community might be like. Simulating the environment for prospective applicants with the help of our current students is key as we expand our catchment areas and recruitment radius into areas of low participation.

60.   The access programme will provide familiarity with the language and surroundings of higher education. These initiatives will contribute to an early sense of belonging, which will lead into supporting our success objectives. Concurrently, we will work with students to shape, create and deliver, making the programme more relevant, inclusive and responsive. An early sense of connection and belonging to a space, a community, a cohort or an environment is key to the foundations of confidence, self-belief, self-efficacy and the ability to flex with the changes they will experience in a set of new spaces.[20]

61.   The Ambassador programme is a real 'connecting' factor. Our own evaluations suggest[21] that positive contact with an Ambassador from a similar background has a beneficial impact on the choices of prospective students, and is often cited in longitudinal studies as one of the most critical events in making the decision to go on to higher education. Building on this further, we propose that developing similar on-course roles will support our success and progression objectives. The offer will ensure that students co-create and deliver the new Welcome and Induction programmes. These programmes will place the personalised student journey at their heart, while scheduling key activities without clashes so that a student's time is not conflicted, thereby making priorities easier to spot, and successful navigation at this early stage more achievable.

62.   Evaluation from our current programme illustrates the likelihood of better than average success and progression measures for students engaged with the University beyond their course.

Stage	Ambassadors	Whole institution
Continuation	97.7%	93.0%
Progression into next academic year of study	94.4%	91.4%
Good honours	96.7%	87.1%
Work or further study	97.6%	95.2%
Highly skilled work or further study	92.7%	83.1%

Table 9: performance across the student lifecycle for student ambassadors compared with the whole institution (aggregated over three years).

63.   The planned launch of 'Connectors' to support activity provision will contribute to our attainment targets and yield success for students in these roles. We believe that as they will co-create and deliver the provision in partnership with us, the engagement levels in the programmes delivered will increase and, in turn, those that participate in an activity or a service will also have higher levels of attainment and progression. The Connectors will also create a sense of safety, belonging and connectedness, as well as leaving a legacy for the next Connectors to build upon.

64.   Transitioning into a new environment can lead to emotion and behaviour change and – at particular periods during the journey – growing academic pressure, together with work and financial pressures, can create an environment that feels uninhabitable. We will develop a

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[20] Hayton, A and Bengry-Howell (2016) 'Theory, evaluation and practice in widening participation: A framework approach to assessing impact' *London Review of Education* 14 (3) p44
[21] Internal source: 'extended projects longitudinal evaluation'

peer-led, well-being offer that is accessible, in recognition of the constraints of traditional workshop settings, which supports success. It will be complemented by a psycho-educational offer, resulting in life skills to manage behaviours that can affect wellness and success. These will be coupled with 'online chat' opportunities around managing relationships and peer-led empowerment workshops, supporting the emotional transition to university, and reintegration back 'home' during holiday periods.

65.   The Students' Union launched 'Decolonise Sussex' in 2018/19, which has been led by students in partnership with staff. This was a pilot which we will now roll out to all schools in order to provide data to identify the nature of gaps across the whole institution. Students participating in this project will use focus groups and sounding boards to continue to review the curriculum by course, making recommendations for a more inclusive curriculum.

66.   We have commissioned research from our School of Education and Social Work for 2019/20 to understand more about the challenges and barriers faced by mature students. This will feed into a revised institutional approach to contextualized admissions.

Educational and intellectual capital

67.   Research shows that attainment-raising activity has a significant effect on the chances of entering higher education,[22] and enhances students' educational capital. Our own internal evaluation suggests[23] that participants in the Sussex Study Experience, our current vehicle for supporting attainment-raising in Year 12, has a beneficial effect on the conditions that help to raise attainment and subsequently support access to higher education. We will further develop programmes aimed at students in key stages 4 and 5 that contribute to raising attainment.

68.   Embedding widening participation and student success across the institution through data-informed interventions and initiatives that benefit all students is central to our offer. Interventions will also be shaped by the imperative to reach those who fall into one or more of our milestone groups. We will launch a strategic strand of work that seeks to improve the success and progression of target groups through curriculum developments.

69.   Through our work on the inclusive curriculum and other academic development initiatives, we will aim to support academics to further enhance their skills so they can confidently create an experience that benefits all students, which supports our success objectives. Our students will become 'Curriculum Change Agents', collaborating on creating a curriculum that is truly inclusive. The training of Curriculum Change Agents will focus on building confidence and robust relationships with academic staff, as well as on facilitating learning mechanisms to capture the student voice, such as through storytelling and sounding boards.

70.   This approach will be bolstered by the reshaping of an academic skills offer that is clearly visible, accessible through a number of routes and focused on what students want and need most at different points in the lifecycle. Through co-delivery, students will feel more confident to access and return to the provision, as well as attend sessions that they otherwise may be fearful of or embarrassed that they need, such as academic writing and maths for non-maths-based courses and statistics for research purposes.

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[22] EEF toolkit - multiple
[23] Internal source: 'Sussex Study Experience evaluation'

71.   An emerging employability strategy builds on success to date and aligns with the 'Learn to Transform' element of our Sussex 2025 Strategic Framework, which states:

        "Our students will be confident, knowledgeable and skilled, with clear career choices and real opportunities. They will be ready to be citizens of the world – connected, civically and politically engaged, entrepreneurial and creative."[24]

72.   Central to this is ensuring that our programmes allow all students to have equal access and opportunities to develop 'world readiness' and 'recruitability', which will support our progression objectives and lead to positive graduate outcomes and prepare students for the five or six different careers they are likely to have in their lifetime.

73.   In order to move away from 'self-selecting' activity toward maximum exposure for the development of skills and strengths, our approach will be centred around longer-term preparation and an emphasis on embedding reflection and skills development within the curriculum. Live Project and Service Learning briefs will be central to translating theory into practice, allowing students to work side by side with a range of large, medium and small employers both locally and nationally on the development of solutions to real problems. In the case of Service Learning, students will have the opportunity to deliver the solutions and monitor the social impact of this in a community. Visiting entrepreneurs and social entrepreneurs from target groups will inspire and bring practical insight into the realities of creating companies for profit and social good.

74.   Our progression objectives will be further supported by tailored career-management support, a personal development programme delivered in partnership with alumni from our target groups and ongoing support to apply for the range of paid opportunities that will be created on campus.

75.   Evidence shows that students from low-participation neighbourhoods do not access work experience at graduate and professional level to the same degree as students from a more privileged background.[25] As such, we will take a lifecycle approach, customising our programme delivery dependent on the stage of the student. To support our progression objectives and encourage participation in our programmes by students from priority groups, we will use targeted communications created by students to encourage groups with little or no experience to apply for a range of different roles. Students will be able to access particular sessions within the personal development programme to support the role they secure.

76.   At the same time, research shows that students who come from under-represented groups are more likely to have to take part-time work,[26] much of which doesn't develop the skills that will support students. This last point is then compounded by lack of relevant employability skills hindering chances of progressing to graduate level jobs.[27] Our progressive and nurturing programme, which sees students co-creating the experiences for themselves and their peers, will develop these skills, support students financially and provide a strong foundation from

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[24] Sussex 2025 – Learn to Transform
[25] Greenbank P & Hepworth, S (2008) 'Working class students and the career decision making process: a qualitative study', HECSU
[26] Greenbank P & Hepworth, S (2008) 'Working class students and the career decision making process: a qualitative study', HECSU
[27] Social Mobility Commission (2017) 'Social mobility, the class pay gap and intergenerational worklessness: new insights from the labour force survey'

which to make career choices. This will clearly support our progression objectives.

77. These paid opportunities will be flexible, ranging from a short-term temporary position on campus to co-creation 'Connector' or 'Curriculum Change Agent' roles. These roles would be short and project based, or longer-term opportunities focused on creation and delivery. To capture full cycles of feedback, a number of 12- to 18-month graduate development roles will allow for continuity. The input of final-year student Curriculum Change Agents will also be critical when recruiting new students to the programme and inspiring other students to participate.

78. Research has shown that maximum impact can be achieved by developing an institutional commitment to employability and the development of supporting programmes that rely less on one-off, short-term approaches. [28]

79. An internship programme will offer a stepped approach to build confidence, resilience and aid transition into a variety of different spaces.

Structured local volunteering

Local 4-6 week/part-time internships

Short-term national internships (summer)

Short international internship

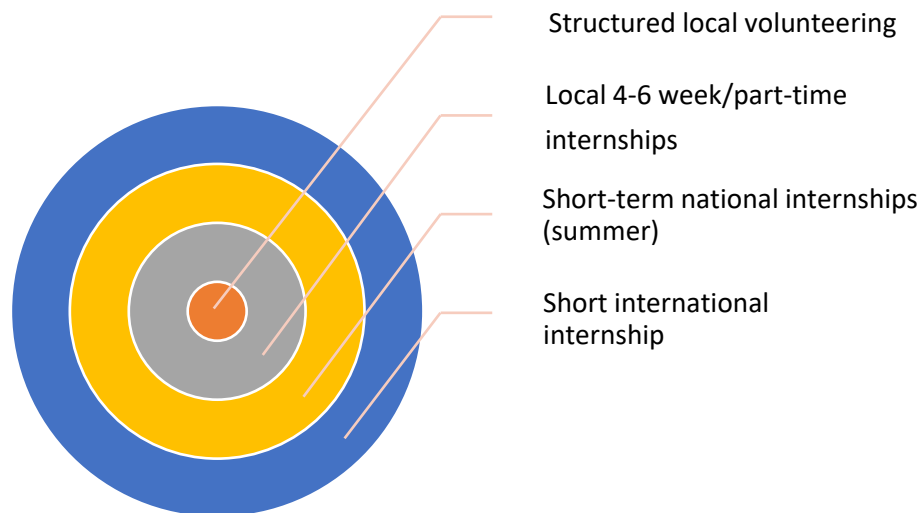**Figure 2: Engagement opportunities by intensity**

80. Our co-curricular and extra-curricular programmes will complement our Sussex 2025 strategy by:

    'providing the opportunities to develop knowledge, skills, experiences, behaviours, attributes and attitudes to enable graduates to make successful transitions and contributions; benefitting them, the economy and their communities'

81. In order to recognise the participation of our students in creating a legacy for their peers, enriching their experience and in demonstrating the values of the University, we are developing the Sussex Award. Students will be given the opportunity to collect points for activity they participate in, culminating in an award that can be highlighted on their CV, and form the base of an interview with an employer while enriching their experience at University. This will also act as an aid for self-reflection and support our success objectives.

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[28] HE Academy (2015) Framework for embedding employability in higher education

'Connectors' and 'Curriculum Change Agents'

82.   Students from all of our target groups will be actively encouraged to apply for a paid position as a 'Connector' or 'Curriculum Change Agent' (who will focus on curriculum redesign). Assignments will vary in length and depth, allowing students of all confidence levels at whatever stage of their degree to actively work with us to design, create, shape or deliver an aspect of the student experience. As well as being integral to the role, meaningful co-creation will lead to increased success and progression for participants. In addition to this, continuous feedback, data and a diverse range of student voices will be heard throughout the year rather than just at particular touch points, or through structured surveys. Connectors and Curriculum Change Agents underpin and are the vehicle that will drive our provision.
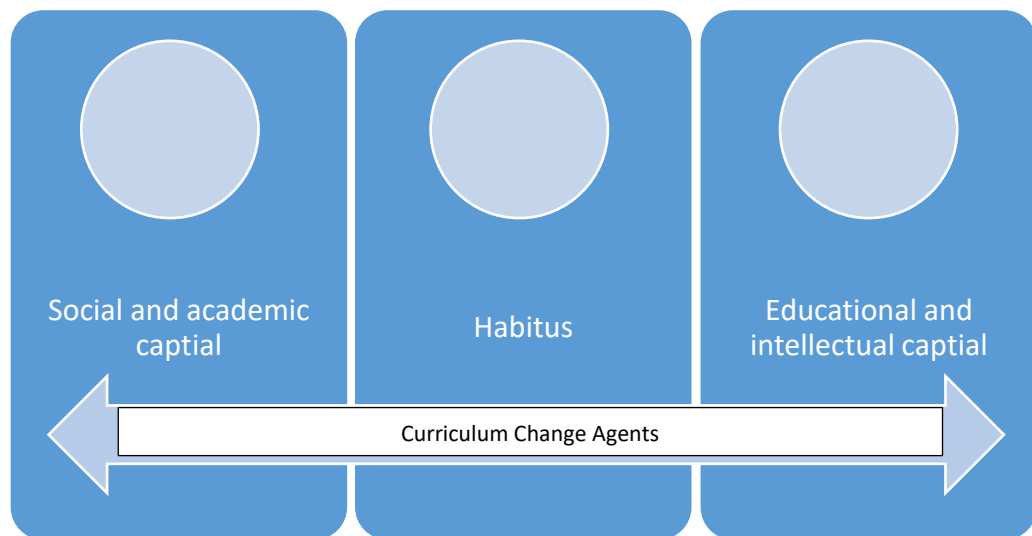

Figure 3: Change Agents across the NERUPI framework

Additional measures

Strategic collaborations

83.   Within our overarching programme we propose to include a number of types of activity to best support access to the University of Sussex, as well as to institutions across the sector. We will seek strategic collaborations that support a greater reach – geographically and more deeply into local communities. Data suggest[29] our recruitment radius is concentrated in the South East. We will work closely with partners to connect with individuals, schools and communities across the country in areas of low participation.

84.   Brighton and Sussex Medical School (BSMS)
As highlighted in research by the Social Mobility Commission[30] (among others), there is a gap between aspiration and expectation among students from under-represented groups progressing to the professions. The University of Sussex has a longstanding collaborative programme with the University of Brighton through our shared medical school, BSMS, to address access to medicine. Work to improve access to BSMS has been recognised by the Medical Council, which awarded an additional 50 places for students from under-represented

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[29] Internal source: 'POLAR4, IMD access data'
[30] Social Mobility Commission (2017) 'Social mobility, the class pay gap and intergenerational worklessness: new insights from the labour force survey'

groups. Given the impressive success rate of BSMS we will seek to use their evidence base in searching out other partners and collaborators to support our aims and objectives, who are best positioned to further our reach into areas of underrepresentation.

85. NCOP
Being an active partner in our local NCOP (SLNCOP), we have worked with the central team and various partners across the network to deliver innovative and impactful projects. We understand that collaborative working in a local area has a beneficial impact on participants, reduces cross-over between institutions and supports value for money.

86. Association of Life Long Learning
We will aspire to collaborate with colleagues through the Association of Life Long Learning (ALLL) network to seek to make the University flexible in recognising individual circumstances, supporting people from varied backgrounds to participate in higher education. ALLL will be a good partner as we embark on delivering our Employability strategy, which has a significant focus on 'world readiness'. This looks much more to equipping students with life-long skills that will support them in the 5-6 careers they will experience or create for themselves during their life time. We will look to the partnership to support the embedding of skills in the curriculum and how we weave this in more readily to our alumni community, supporting our success and progression objectives.

Contextual admissions
87. Once students apply to us, we will offer a transparent and contextual admissions experience. We know that a student's individual circumstances can make an enormous difference to their attainment and chances of applying. We will therefore endeavour to treat all applicants with respect and courtesy, and assess them as individuals, taking account of their personal circumstances in our decision-making process.

Financial support
88. The University has undertaken a review of financial support, using the three stages of the OfS toolkit. Considering the results of this process,[31] and the guiding principles of our access, success and progression work[32] we will reserve 25% of our total spend for financial support.

89. To support our success objectives we will continue to support students in the most need. Students whose family income is less than £25,000 and care leavers will all be eligible to receive our entry bursary. Estranged students and carers whose household income is greater than £25,000 may also be eligible to apply and will be assessed on a case by case basis. The entry bursary will usually provide £1,000 for each student's first year at University and £500 for each subsequent year as they progress through their studies.

90. Additionally, the University will increase our student hardship and retention fund. Eligible students who demonstrate financial need will be prioritised for additional hardship funding, reducing the risk of temporary/permanent withdrawal due to financial difficulties. These funds may also be used to provide support to students with disabilities and specific learning differences for support no longer available through the DSA and/or diagnostic assessment of specific learning differences.

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[31] Internal source: 'OfS toolkit summary'
[32] University of Sussex, Access and Participation Plan 2019/20

91. In most cases, awards will be made directly to students. However, payments for diagnostic assessments and DSA–related expenditure may be paid directly to the provider.

92. In addition to the hardship fund we will offer a range of money advice and financial awareness opportunities, designed to support students to be financially literate.

Student Centre

93. In line with our commitment to enhance our student experience offer, the University is investing in a major new Student Centre, which will be a centre of excellence for student experience. Students have been engaged through the planning of this major new resource, including road shows, to ensure the student voice is integrated into each stage of the development.

Student consultation and co-creation

94. The student voice is of paramount importance to us, and we fully involve students in all aspects of our Access and Participation work. At a Governance level, representatives from the Students' Union and former participants in projects are members of the Access, Success and Progression (ASP) Group, the formal steering committee for our fair access and participation work. As part of the development of the Plan, key University staff met on a regular basis with officers of the Students' Union on both strategic and operational aspects of the Plan. The Plan was tabled at several key strategic meetings, including the Students Experience Committee and Senate providing directly elected student representatives, from across the University, to consider and provide input into this Plan.

95. During 2018/19 as part of the preparatory work for the APP, using the OfS toolkit, we directly engaged the Students' Union to seek insight into the impact of the financial support package available to students through focus groups and interviews. This has influenced our proposed ethos of co-creation and measures, such as Change Agent and Connector roles, outlined within this Plan. See paragraph 82 for more details of these roles.

96. Going forward, the voice, thoughts, ideas, experiences, stories and insight of our students will be woven into our work as we build the co-creation model from feedback and representation through to actively working with students on creating and shaping provision; delivering and then evaluating this with us in true partnership. This wholly integrated approach allows for a constant flow of feedback that enriches the more targeted workshop and focus group structure while providing an ongoing narrative.

Evaluation strategy

Strategic context

97. As noted previously, we are currently in the process of mapping the NERUPI framework to our programmes so that we can understand comparability of learning outcomes across our range of activities. Staff have been supported to attend training courses and workshops/conferences in evaluation practice.

98. We work hard to ensure there is a shared understanding of the value of our work, and we are committed to the importance of reviewing and assessing our programmes regularly. Given the value we place on evaluation, practitioners are expected to build programmes around aims and measurable objectives. Staff are given time to analyse and interpret findings, and there

are regular fora for sharing and dissemination. We have an established Evaluation and Data Working Group that meets to consider issues and develop best practice.

99. We are active members of the HEAT Research Group and the NERUPI network, and are key contributors to national discussions on improving evaluation across the sector. The majority of our projects are evaluated using both quantitative and qualitative survey data and our analyses use simple descriptive statistics and graphs. Over the past five years we have periodically commissioned academic research on our intensive WP programmes, using the findings to develop our work.

Designing programmes

100. Our current programme design has been based upon existing evidence of what works. Our lifecycle programme was based upon Aim Higher models of practice and was further developed through learning and sharing best-practice models.

101. We measure outcomes in terms of attitudinal change, knowledge and skills development both pre and post activities. We utilise surveys that capture self-reported evidence from participants and surveys from both teachers and parents. Our questions map to the NERUPI framework and are direct measures of our objectives. We also measure impact by tracking students' progression through HEAT and UCAS information. Evaluation is built in to project proposals, and data collection is planned, so that timings and method are agreed before delivery. The 'Curriculum Change Agents' will enable programmes to be reviewed every term and informed regularly by the student voice.

Evaluation design

102. Narrative evaluation: we review programmes on an annual basis to see where programmes can be improved. We have, on joining the NERUPI network, mapped activities to the framework and identified gaps in some intensive programmes. These have been addressed this year and we are awaiting evaluation of additional modules. Over the last 18 months we have started to provide links between programmes for the purpose of evaluating across the Access lifecycle. Through the new proposed provision, our 'Curriculum Change Agents' (as described in paragraph 82) will be able to build the narratives of our students through regular storytelling and representation. This powerful form of evaluation will inform the programme shape and design year on year and illustrate real progress and areas for development.

103. Empirical research: we use empirical evaluation methods for some of our more intensive projects. We have commissioned a report to analyse the differences between participants on our extended programmes against students of similar profiling provided by UCAS Strobe. However, as these were quantitative data only, we are aware that this needs more qualitative work for a fuller understanding.

104. Establishing causality: we have limited use of evaluation that establishes causality. We have commissioned research to explore psychological barriers for First- Generation participants of an intensive outreach project compared with the experiences of POLAR3 Q5 students, not participating on a programme, in a quasi-experimental design using statistical significance testing. The survey data were run over several years and we are awaiting an analysis by our School of Psychology.

Implementing the Evaluation

105.   Evaluation is an expectation for all projects. We have a systematic and considered approach to data collection, ensuring that we have decided on the contents of surveys, the mechanism, the timings of surveys and adequate permissions and GDPR considerations are in place prior to delivery. Participants are encouraged to query any questions that they are confused by at the point of data collection. We constantly revise questions for clarity. We currently use HEAT to track participants on our programmes.

Learning from Evaluation

106.   Evaluation reports are produced after delivery of all programmes to assess effectiveness of the programme, and recommendations are made for improvements to processes or content. Programme development is agreed between project teams and managers. Evaluation findings have been included in monitoring returns, department- and University-wide reports and in feedback to schools and colleges. Academics involved in delivery of our programmes also receive mini reports on targeting data, effectiveness of the programme and achievement of learning outcomes. This encourages continuous improvement of all activity.

107.   We are active participants in ongoing developments within the NERUPI network. We are providing training for all staff to enhance their evaluative skills and embed the concepts into the development of activity. We envisage a continuous evaluative loop through our co-creation programme, which will enable student voice to actively shape the progression of the programme. This will necessarily evolve over time, as new students arrive with new ideas and concerns, shaping the programme to the needs and requirements of each cohort of students.

Evaluating financial support

108.   As noted in paragraph 88 we have used the OfS toolkit methodology to understand the effectiveness of our financial support package. As a result, we have changed our award as detailed in paragraph 89.

109.   Statistical analysis showed that no significant differences in continuation or good honours achievement based on bursary receipt are found. However, it is noted that this lack of significance could be attributable to one of two possible explanations: either that the bursary is effective in eliminating any expected gap in continuation or good honours rates, or there was no gap to eliminate.

110.   A survey of over 1,000 students shows that 30.4% of respondents were aware that they were entitled to the First-Generation Scholars bursary, and the amount of the bursary, before commencing their studies. Students also reported they perceive the bursary has a positive impact on their academic, social and personal outcomes, and on their wellbeing. Students in receipt of the larger foundation and year 1 bursary were less likely to undertake paid work than students in receipt of the smaller award.

111.   Interviews with 20 students showed that most interviewees were unaware of their eligibility prior to starting at the University, and very few cited financial support as the reason for choosing Sussex, being more likely to have made their decision based on visiting the campus. However, most stated that the bursary alleviated stress and promoted wellbeing, particularly in relation to mitigating the need for part-time work alongside studies.

112. The evaluation process allowed us to review the way we financially support students from underrepresented groups. We know from our extensive survey response that there has been low awareness of financial support before arrival at the University, but wellbeing has been enhanced. Considering these results, we propose to continue to further target financial support at those students in the most need, to promote wellbeing and security. As stated in paragraph 62, we know from further internal analysis that students who have participated in our Ambassador programme achieve better results in both success and progression measures, so our financial awards will exist alongside a wide range of employment opportunities for students from under-represented groups, as outlined in paragraph 82, which will support success and progression outcomes for these students.

113. The relatively low level of awareness of the bursary indicates that financial support was not particularly effective in helping us to meet our access target. Alongside our desire to re-balance spend across Access, Success and Progression, we took the decision to reduce bursary funding and increase funding to support students on course.

114. We will continue to monitor the effectiveness of models of financial support, using a combination of OfS toolkit stages at appropriate points in the student lifecycle. Specifically, this will involve an annual statistical analysis of performance, alongside qualitative surveys and interviews to assess the experience of recipients.

Monitoring progress against delivery of the plan

115. Fair access and participation are institutional priorities and staff and students across the University community are involved in its governance, design and delivery. To underline the importance of this work, our University Council has devised a target of positioning the University as first in its comparator group for the percentage of POLAR4 Q1 students enrolling by 2025/26. Council approve our APP, and receive monitoring reports on progress. The APP is also scrutinised by the Student Experience Committee, University Executive Group and University Senate. We provide topic briefings to Council on fair access and participation issues, and our Access and Participation Plan.

116. The principal vehicle for developing, producing and monitoring the Access and Participation Plan is the Access, Success and Progress (ASP) Group, whose membership includes representatives from the Students' Union, as well as students who have previously participated in fair access and participation programmes. Additionally, we have undertaken a number of focus groups to better understand the experiences of students who have been through various strategic measures. This allows us a longitudinal insight to help guide our programme development.

117. Overseen by the PVC for education and students, the ASP Group will meet termly to monitor progress toward the objectives and aims of this APP. Updates from the Group will be received for scrutiny by the University Executive Group (UEG). Action will be directed by the Group should progress not be deemed sufficient enough. If progress is found to be flat-lining or worsening, our proposed measures will be refined or substituted for replacement, evidence based activities, in dialogue with OfS. A new structure within the Student Experience Division will provide the apparatus to respond to challenges which inhibit progress by adapting and refreshing activity, advised by co-creators. The University is ultimately answerable to Council for the success of its targets. Any changes will be presented to the Student Experience Committee (Council level Committee chaired by an independent member of Council), with material changes requiring governing body level approval reviewed by this Committee and

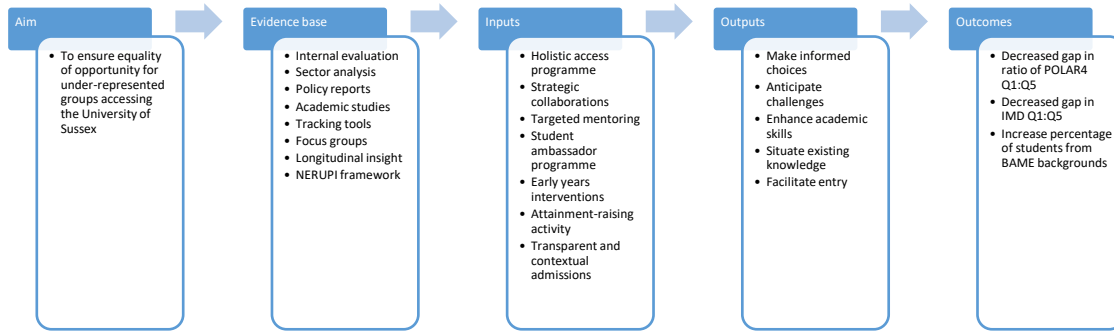recommended to Council for approval where necessary.

118. Our developmental strategic measures are embedded in our *Learn to Transform* strategy and have time bound objectives which structurally support the ambitions in our APP (appendix ii). A framework of our strategic measures will be ready in order for us to begin implementation by August 2020, and we will achieve our commitments by July 2025.

Section four: provision of information to students

119. We will provide prospective students with clear, accessible and timely information relating to our fees and support schemes, including the cost of tuition. This information will be communicated through:

- Website and web-prospectus
- Direct communications with both current applicants, entrants and enquirers
- Information available at our Open Days
- A schedule of age-appropriate communications
- An access programme passport, which records every activity undertaken
- Wall planners for schools and other partners
- Up-to-date version of this and future Access and Participation Plans on our website.

Appendix 1: theories of change across the lifecycle

Access

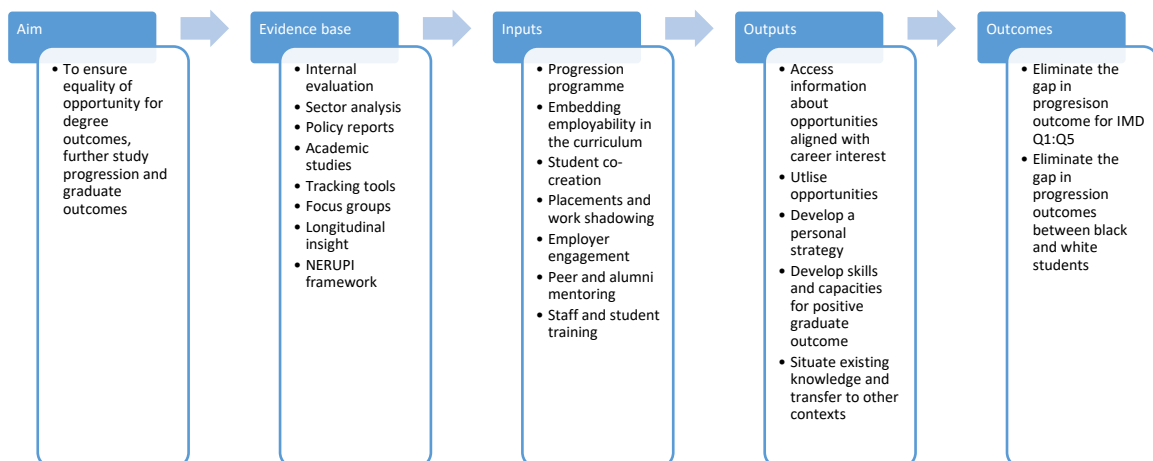| Aim	Evidence base	Inputs	Outputs	Outcomes
• To ensure equality of opportunity for under-represented groups accessing the University of Sussex	• Internal evaluation • Sector analysis • Policy reports • Academic studies • Tracking tools • Focus groups • Longitudinal insight • NERUPI framework	• Holistic access programme • Strategic collaborations • Targeted mentoring • Student ambassador programme • Early years interventions • Attainment-raising activity • Transparent and contextual admissions	• Make informed choices • Anticipate challenges • Enhance academic skills • Situate existing knowledge • Facilitate entry	• Decreased gap in ratio of POLAR4 Q1:Q5 • Decreased gap in IMD Q1:Q5 • Increase percentage of students from BAME backgrounds

Success

Aim	Evidence base	Inputs	Outputs	Outcomes
• To ensure equality of opportunity for degree outcomes, further study progression and graduate outcomes	• Internal evaluation • Sector analysis • Policy reports • Academic studies • Tracking tools • Focus groups • Longitudinal insight • NERUPI framework	• Academic progression programme • Specialist support offer for students with learning differences • Sussex Award • Inclusive curriculum • Personal and developmental wellbeing programme • Co-development roles for students • Student Life Centre	• Access information • Utilise opportunities • Embrace and engage • Develop and apply skills for success • Expand exisitng knowledge • Transtion support • Co-curricular engagement with students	• Reduce the gap in attainment between white and black students • Reduce the gap in attainment between white and Asian students • Rediuce the gap in attainment between non-disabled students and those with a disability

Progression

Aim	Evidence base	Inputs	Outputs	Outcomes
• To ensure equality of opportunity for degree outcomes, further study progression and graduate outcomes	• Internal evaluation • Sector analysis • Policy reports • Academic studies • Tracking tools • Focus groups • Longitudinal insight • NERUPI framework	• Progression programme • Embedding employability in the curriculum • Student co-creation • Placements and work shadowing • Employer engagement • Peer and alumni mentoring • Staff and student training	• Access information about opportunities aligned with career interest • Utlise opportunities • Develop a personal strategy • Develop skills and capacities for positive graduate outcome • Situate existing knowledge and transfer to other contexts	• Eliminate the gap in progresison outcome for IMD Q1:Q5 • Eliminate the gap in progression outcomes between black and white students

Appendix 2: strategic measures in development

The following key milestones from our *Learn to Transform* strategy will support our developing measures in this APP

We will deliver our aims by:		
AIM 1: Be collaborative: by engaging our students as co-creators in their learning experience, and by demanding the highest standards from staff and students, we will deliver an exceptional and personalized educational environment		
Key actions to be taken to deliver Aim 1	**By whom?**	**By when?**
Establish a Student Experience Sub-Committee of Council for oversight of student engagement.	Pro-Vice Chancellor (Education and Students)	October 2018 -ongoing
Create a student engagement, employability and enhancement programme of activity to provide opportunities to specific student cohorts.	Director for the Student Experience	September 2020
AIM 2: Be inclusive: by dismantling barriers, creating opportunities, adding value and delivering fair outcomes, we will ensure that every student is able to achieve their personal ambition and reach their full potential		
Key actions to be taken to deliver Aim 2	**By whom?**	**By when?**
Identify gaps in BME Student Attainment, the causes of gaps; and develop strategies to improve outcomes and evaluate/monitor the impact.	Pro-Vice Chancellor (Education and Students); Director for the Student Experience	June 2021
Engage with students and employers (where appropriate to advise on design, content, delivery, and assessment of modules/programmes of study, in order to ensure currency of education provision.	Pro-Vice Chancellor (Education and Students); Director for the Student Experience	January 2019 - ongoing

University of Sussex 2020/21-2024/25
Access and Participation Plan Proposed Variations
July 2022

1.   Introduction

1.1   In reviewing our current Access and Participation Plan (APP), we have taken into account the advice of the OfS to ensure that activity happening relating to the new priorities is included, even where it is not referenced in the existing 2020/25 APP. As requested in the OfS guidance, our variations, set out below, incorporate our further intentions in regard to each of the OfS priorities.

1.2   In addition to the variations set out below, it is our intention to use revised terminology, replacing the terminology 'attainment gap' with the phrase 'awarding gap.' This change follows sector-wide good practice and will be a change we retain in the submission of our new APP to be submitted in 2023 for consideration by the OfS.

2.   Variations

2.1   The variations we would like to make are set out below:

Appendix 1 - Variation to University of Sussex 2020/25 APP in Relation to Access Objectives

OfS Priority B: Develop, enhance and expand partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England.

Additional information to section 47 of current University of Sussex 2020/25 APP:
The University has longstanding partnerships with over 70 schools and colleges located in both Sussex and South London, where we offer a comprehensive programme of outreach, information and guidance and some specific attainment -raising activities. Recent reporting of HEAT data indicates some attainment improvement at key stage 4 for disadvantaged students that participate in intensive outreach programmes, such as summer schools.

We intend to further analyse the intermediate outcomes of all our pre-16 activity to ensure that we find further ways of supporting both the social and academic capabilities of the disadvantaged learners we work with. We also intend to review sector programmes and evaluation that demonstrates what works in terms of outreach and non-direct attainment-raising interventions, e.g. developing self-efficacy and a sense of belonging. These reviews will lead to revised or new programme design for new APP activity delivery starting in 2024.

Additional information to section 67 of current APP:
We are currently piloting attainment-raising support in four Sussex schools for years 10 and 11 as a direct response to addressing post-COVID-19 catch up. Outside of the work of our Widening Participation Access team, the University has academic staff members who have developed programmes for our regional schools that support attainment. The following are programmes that indicate some promising impact:
- Sussex Writes is a project run from our English Department, supporting secondary schools with creative writing. English undergraduate students work in targeted schools to support teachers with developing creative writing lessons and helping students who are struggling to achieve their grades. Early reporting has shown that students' confidence is improving, and their writing skills are developing with this extra support. It is our intention in 2022-23 to evaluate this programme in more depth to capture which elements of support are demonstrating the most benefits to the young learners.
- Our Psychology Department has research interests in the psychological barriers to learning that are experienced by low socioeconomic groups and students from minority ethnic groups. This has led to studies exploring the impact of value affirmations in reducing the gap in academic performance between students who were eligible for free school meals (FSM) and their more advantaged peers.
- Our Music Department has been supporting local schools to develop confidence and skill in the composition of music, and is developing resource packs and digital tools for use within the classroom.

Our ambition is to find further ways that our academic community and our professional staff base can support school management, enrich the school curriculum, support attainment, and research ways to develop education practice.

Additional information for section 83 of current APP:
We value our partnerships with third-sector organisations, as they are very important to support our widening participation practice.
- We have worked with the Brilliant Club for 10 years and were one of the first university partners to implement the Scholars Programme.
- We run a successful National Saturday Club for widening participation students from the local region, supporting young people's skills, confidence, and awareness of Higher Education.
- We have a partnership with First Star UK, providing support for care-experienced young learners, and host the summer residential programme.

We intend to review and further develop third sector partnerships where we see that best practice and collaborative working have the greatest benefits for the learners we support.

Additional information for section 85 of current APP:
We continue to work with our local Uni Connect and are now in the process of identifying where we can collectively support the activities across our region. The University of Sussex, Uni Connect, the University of Brighton and the University of Chichester are strategically mapping our outreach provision and are seeking the views of our regional schools to identify ways that we can support schools further in raising attainment. This will be the focus of our scoping work for this priority in 2022-23.

Appendix 2 - Variation to APP in Relation to Success and Progress Objectives

To ensure we continue to develop and grow the projects and programmes outlined in our current APP, we will continue to track success outcomes for students participating on all projects and interventions using more robust engagement tracking methods. This, together with the TASO methodology, will further help us to understand the impacts of our projects across the whole student body and how our work is contributing to cultural and systemic change at the University. This development will be relevant to all current APP targets. Specific variations are articulated below.

Additional information for section 50 of current APP:
We will expand our tailored academic progression programme to include supporting students' transition from level 5 to 6 in response to the continued impact of COVID-19 on student experiences.

Additional information for section 52 of current APP:
We will expand our co-creation work with BAME students to explore and investigate gaps to include all students from underrepresented groups. This is in response to the continued impact of COVID-19 on students' experiences, which has meant that further evidence of the causes of gaps needs to be investigated. To do this, we will use engagement data to target communications more effectively to students, ensuring that those students who would benefit the most from an intervention are prioritised. We will continue to work with Student Connectors to ensure our communications are relevant and engaging to underrepresented groups.

Additional information for section 54 of current APP:
We have consolidated access to entrepreneurship into a substantial annual Sussex Entrepreneurship Programme. This now incorporates the business adviser and Entrepreneur-in-Residence support referenced, but is much expanded to include other support, such as an eight-week annual training programme for student entrepreneurs, growth grants, funding competition and accelerator. Representation of target groups is threaded throughout (e.g. mentoring and inspirational speakers), and we have engagement targets across the programme for these groups.

Additional information for section 64 of current APP:
Our work to develop a peer-led, wellbeing offer will be bolstered by the development of our summer school offer, working in partnership with the Widening Participation Access team, to ensure that all students receive the support they require as they transition from school/college to HE, bearing in mind the impact of COVID-19 on lost learning. The summer schools will have a particular focus on providing tailored support for the most underrepresented learners, ensuring that students have access to bespoke information and support to enable them to make the best start possible.

Additional information for section 75 of current APP:
Post pandemic, students have understandably had their minds elsewhere and the resulting challenge of engaging students – particularly those from target groups – in planning for their future career has been well documented across the sector. At Sussex, this challenge has driven us to experiment with new communication approaches to ensure we meet engagement targets. 'Student-controlled' events have proven a solution. While funded by the University, these events are otherwise entirely controlled by students, who pick the venue, topic and content. Generally, these are community-building, social events – popular as students re-find their feet after the pandemic. The approach has been particularly effective for target groups, and is a variation in practice that we will continue going forward.

Additional information for section 76 of current APP:
Coherent messaging and access at Sussex is key and, with this in mind, we have brought together a number of our employability programmes (e.g. alumni mentoring, internships) under a new umbrella, called 'Career Lab'. Career Lab is a menu of c.15 activities, stepped by year group. All activities are co-designed with Connectors to build student skills, confidence and job-market connections. Target groups have priority access to Career Lab.

Additional information for section 82 of current APP:
Students from all of our target groups will be actively encouraged to apply for a paid position as a 'Connector' or 'Curriculum Change Agent' (who will focus on curriculum redesign). To strengthen this approach, we will

instigate, using the co-creation model, a student-voice platform to allow us to obtain a constant flow of student feedback and stories, thereby allowing us to see areas of future projects and work that can be led by students with staff facilitation and support.

Appendix 3 - Priority D, Commitment to Degree Apprenticeships

We have been successful in our bid to establish an Institute of Technology (IoT), as part of a consortium that will create a new facility for higher-level technical training, providing industry-standard 'Learning Factories' with equipment and resources for use by learners across the Coast to Capital LEP region (West Sussex, Brighton & Hove and East Surrey). The IoT will create a dynamic and demand-led new partnership, offering vocationally led Degree Apprenticeships in Engineering. The recent successful IoT bid has provided us with the opportunity to further explore Apprenticeships in other subject areas at the University.

Appendix 4 - APP Variation: Research and Evaluation

We have employed a Research and Evaluation Manager to further embed evaluation into the lifecycle of projects across our access, success and progress programmes. We will continue to utilise sector-leading standards from NERUPI and TASO to inform our evaluation practice. We will build on our use of mixed methods and will explore national data capabilities and quasi-experimental designs to measure causality and further develop an evidence base for impact. We plan to share our findings with sector colleagues to help contribute to the national knowledge base. We will develop our existing networks and build new partnerships to explore independent evaluations with other institutions to continue to raise standards and establish common language and measures for what works.

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT		£9,250
Accelerated degree	*	*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: University of Sussex

Provider UKPRN: 10007806

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,597,167.00	£1,881,821.50	£2,052,686.38	£2,063,249.16	£2,061,792.00
Access (pre-16)	£400,000.00	£400,000.00	£400,000.00	£400,000.00	£400,000.00
Access (post-16)	£1,097,167.00	£1,381,821.50	£1,552,686.38	£1,563,249.16	£1,561,792.00
Access (adults and the community)	£100,000.00	£100,000.00	£100,000.00	£100,000.00	£100,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£4,610,100.00	£3,479,300.00	£2,779,000.00	£2,750,999.00	£2,749,056.00
Research and evaluation (£)	£319,433.00	£376,364.00	£410,537.00	£412,650.00	£412,358.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£36,662,560.00	£36,688,620.00	£36,632,485.00	£36,679,985.00	£36,654,080.00
Access investment	4.4%	5.1%	5.6%	5.6%	5.6%
Financial support	12.6%	9.5%	7.6%	7.5%	7.5%
Research and evaluation	0.9%	1.0%	1.1%	1.1%	1.1%
Total investment (as %HFI)	17.8%	15.6%	14.3%	14.3%	14.2%

![Office for Students logo]

Targets and investment plan
2020-21 to 2024-25

Provider name: University of Sussex

Provider UKPRN: 10007806

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	Ratio in entry rates for POLAR4 quintile 5: quintile 1 students	No	The access and participation dataset	2017-18	5.7	4.9	4.5	4.1	3.5	3	
To increase participation in HE for students from underrepresented groups	PTA_2	Socio-economic	Increase percentage of entrants from IMD Q1 areas	No	The access and participation dataset	2017-18	8.8	11	13	16	19	21	We propose to increase percentage (rather than reduce ratio against Q5) recognising this is an ambitious deliverable, and we would seek to balance this increase against a decrease in the upper quintiles of IMD.
To increase participation in HE for students from underrepresented groups	PTA_3	Ethnicity	Reduce the access ratio in BAME to white students from 3.7 to 2.2 by 2024/25, aligning us with a sector average of BAME percentage intake	No	The access and participation dataset	2017-18	3.7	3.3	3	2.7	2.4	2.2	
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the attainment gap for students from underrepresented groups	PTS_1	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and Asian students.	No	The access and participation dataset	2017-18	21	18.9	17.1	12.1	7.1	2.1	
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and black students.	No	The access and participation dataset	2017-18	25	22.9	20.9	15.6	10.3	5	
To reduce the attainment gap for students from underrepresented groups	PTS_3	Disabled	Percentage difference in degree attainment (1st and 2:1) between students with a disability and those without.	No	The access and participation dataset	2017-18	7	5	4	2	1	0	
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in progression outcomes for students from underrepresented groups	PTP_1	Socio-economic	Reduce the gap in progression outcome for students from IMD Q1 areas	No	The access and participation dataset	2016-17	16	13	9	6	3	0	
To reduce the gap in progression outcomes for students from underrepresented groups	PTP_2	Ethnicity	Reduce the gap in progression outcome for black students	No	The access and participation dataset	2016-17	15	12	10	7	4	0	
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												

Type

Policy

Scope

Biodiversity Strategy and Policy

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Other policies not
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Biodiversity Strategy and
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BIODIVERSITY STRATEGY AND BIODIVERSITY POLICY

UNIVERSITY
OF SUSSEX

OUR BIODIVERSITY STRATEGY

Vision: The most biodiverse campus in the United Kingdom.

Objectives

1. Achieve a biodiversity net gain[1]; and

2. Increase the percentage of the University of Sussex campus set aside for nature[2] from the 2022 baseline of 38% to 42% by December 2027.

Aims

We will achieve theses objectives by:

a) Continuing to implement the good practice principles set out in the Biodiversity Policy (at **Annex A** of this document)

b) Setting targets each year within our annual grounds management plan by summer 2024 for achieving both biodiversity net gain and an increase in the percentage of land set aside for nature

c) Putting in place new operational guidelines on accessibility, functionality and aesthetic enjoyment for the conversion of existing campus land into areas of increased biodiversity

d) Continuing to enable the delivery of a series of practical biodiversity projects proposed by staff and students, (these include but will not be restricted to the list of projects set out (at **Annex B**) of this document).

Grassland

To improve understanding of the proposals set out within our Biodiversity Strategy and Biodiversity Policy, a glossary of biodiversity related terms is provided (at **Annex C** of this document)

Please note that this biodiversity strategy interlinks with other areas of the University's **Sustainable Sussex Strategy**. For example, our water conservation and net zero carbon work. Therefore, additional actions that promote biodiversity in relation to these areas can also be found in relevant companion policies, and the overarching Sustainable Sussex Strategy Document and Action Plan.

[1] Biodiversity net gain refers to an increase in the amount or quality of biodiversity in a defined area over time.

[2] Set aside for nature refers to areas of land that are left and not managed, to allow nature to decide how the habitat develops over time. This may be through passive rewilding.

OUR BIODIVERSITY POLICY

This Biodiversity Policy sets out the key institutional principles that we are adopting in order to realise our strategic vision of being the most biodiverse campus in the United Kingdom. They are designed to help us achieve a biodiversity net gain through specific actions such as protecting endangered species and local water quality.

These principles will be used in parallel with an annual grounds management plan and operational guidelines on accessibility, functionality and aesthetic enjoyment of the green spaces within our campus, which sits within the South Downs National Park and designated UNESCO Biosphere area.

This policy was approved by the University's Vice-Chancellor on 28 March 2023. It replaces the previous Biodiversity Strategy and Draft Policy that were published in June 2021.

BACKGROUND

The biodiversity crisis refers to the current unprecedented level of biodiversity loss that is occurring as a result of human activity, such as habitat loss through agriculture and urban development. In response to this crisis, we want to protect and enhance the biodiversity of our campus. Our biodiversity policy and strategy go above and beyond the UK government's 2020 commitment to manage 30% of UK land for nature by 2030.

In 2022 we undertook environmental surveying that confirmed that 38% of our campus is currently set aside for nature and we estimate that approximately a further 20% of the campus is managed as amenity grassland. In undertaking this work, we used categories of land management intensity (which are explained at **Annex D**) to confirm precisely which types of land could be classified as being set aside for nature.

Bee orchid
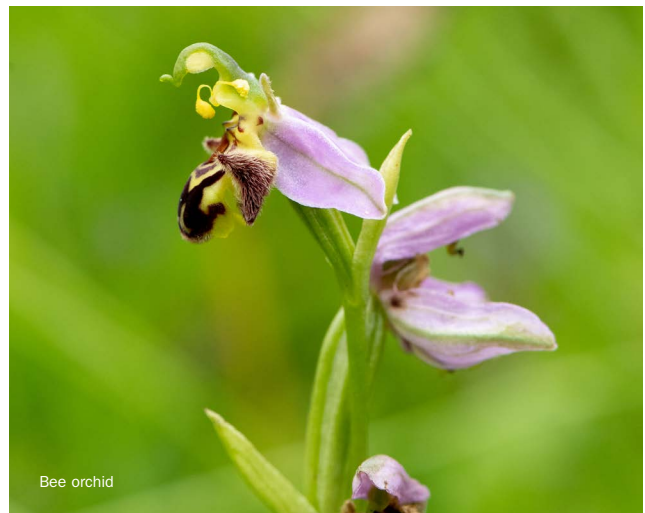
Included within this baseline are over ten wildflower areas which we have seeded around campus that not only look colourful and attractive, but also support pollinators.

We have several low management meadow and bank areas, such as the area behind the Attenborough Centre for Creative Arts where up to 40 wildflower species have been recorded.

Towards the rear of our campus our School of Education and Social Work are currently growing a Forest Food Garden and we have a much-loved student allotment managed by the Roots Society, which the University is committed to supporting.

The Grounds Management Team have also carried out extensive enhancements to chalk grasslands on our campus, such as the creation of a chalk grassland site on the west side of the campus in 2018.

Our work to support and raise awareness of pollinators by growing pollinator-friendly plants in our wildflower areas and meadows, as well as building 'bee hotels', led to us winning a Bees' Needs Champions award in 2022 for the fourth year running.

The Grounds Management Team's ongoing work with grassland and woodland, as well as their management policies and practices, including a grounds management plan which is updated annually, have resulted in us winning a prestigious Green Flag award, for well-managed green spaces, for the fifth year running.

Forest Food Garden

Wildflower area

Building bee hotels

MISSION STATEMENT

Our biodiversity policy is to become the most biodiverse campus in the UK and to achieve a biodiversity net gain through the following actions that will be formally embedded within our annual grounds management plan and linked to measurable targets from Summer 2024:

A. Increasing the percentage of land set aside for nature.

B. Enabling the delivery of staff and student-led biodiversity projects (at **Annex B**).

C. Adopting the following good practice principles to guide campus management.

OUR GOOD PRACTICE BIODIVERSITY PRINCIPLES

We will achieve a biodiversity net gain by adhering to the following principles. We will:

1. **Comply with relevant UK, European, and international legislation and statutory codes of practice**, such as the Wildlife & Countryside Act (1981); Natural Environment and Rural Communities Act (2006); Conservation of Habitat & Species Regulations (2017); Environment Act (2021); and other legislation relevant to the university's location within a National Park.

2. **Plan for net gain**: The annual campus grounds management plan will strive for a net increase in biodiversity each year in response to the ongoing biodiversity crisis.

3. **Plant native species and reduce the impact of alien species**: All planting and seeding on campus will, within reason, be native species that are from regional/national sources, as native species have been found to be more beneficial to our pollinators. We will also protect the native biodiversity on our campus by actively identifying and monitoring any species that are listed in the DEFRA guidance on invasive non-native species.

4. **Aim to be a pesticide, peat and synthetic fertiliser free campus**: We will aim to become pesticide free, where possible, and use zero peat or synthetic fertiliser, with exceptions to meet Health and Safety legislation.

5. **Be a zero green waste campus**: We will make green waste into compost, mulch or biochar. Leave grass cuttings on mowed area to allow nutrients to return to the soil. Leave dead wood standing on site for its habitat provision and organic matter benefits.

6. **Manage surface water to the benefit of biodiversity and water quality**: We will use sustainable drainage systems to create more opportunities for groundwater recharge and protection of water quality, as well as creation of water habitats.

7. **Use water conscious planting practices**: We will select plants that do not have high water requirements, planting in shade, using mulch, and minimal watering of plants.

8. **Support nationally important chalk grassland habitat**: We will continue support for chalk grassland habitats across the campus, such as chalk banks and the West Slope chalk grassland area.

9. **Protect threatened species**: We will actively identify, monitor, and protect any IUCN Red Listed[3] species categorised as Vulnerable, Endangered, or Critically Endangered with habitats on the Sussex campus by summer 2024 (as set out at **Annex E**).

10. **Continue to involve students and staff in increasing biodiversity**: We will engage students, staff, and other interested parties, including members of the public, in direct action to increase biodiversity on our campus and raise awareness of the importance of protecting and enhancing biodiversity.

[3] www.iucnredlist.org
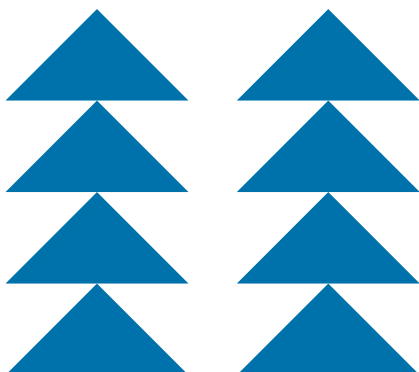
ENABLING THE DELIVERY OF PRACTICAL BIODIVERSITY PROJECTS

The University of Sussex is committed to continuing to support student and staff-led practical biodiversity initiatives on campus.

The following list of projects are currently already being actively planned and/or delivered.

They were proposed and selected by staff and students during the **Big Biodiversity Conversation** which took place in 2022. Voluntary project teams have formed to oversee the delivery, and they have been supported with seed corn funding.

These projects represent the first set of initiatives to support biodiversity on the Sussex campus in association with our Sustainable Sussex Strategy and the University will look to actively support additional projects in the future.

Love Your Scrub

This is a project that aims to facilitate the regeneration of scrub habitats on the Jubilee Woodland area on the northeast of the Sussex campus.

Love Your Scrub

Pollinators

This project will build bee hotels and hoverfly lagoons on multiple sites across campus. These will be monitored and provide an opportunity for use in research and teaching.

Psychology School Garden

This project has created a garden in the Psychology School courtyard at Pevensey I on campus. This garden will be used by psychology students and faculty and will facilitate studying the effects of gardening on mental health and wellbeing.

Psychology School Garden

Swift and Bat Boxes

This project will install sets of bird and bat boxes on buildings around campus. These will be monitored to assess their impact on local species.

Orchards and Food Production

This project will plant an orchard of old Sussex varieties of fruit trees on campus.

GLOSSARY OF BIODIVERSITY TERMS

Alien species refers to species that have spread or been introduced into an environment where they are not normally found. This is often damaging to the new environment.

Amenity grassland is an area of grass, or lawn, that is managed for use by people, such as for walking, sitting on and playing sports. It is usually closely mown and managed to avoid the growth of other plants that reduce its value for recreation.

Bee hotels are structures with many holes, which solitary bees can nest in. They are often used in gardens and urban areas to create habitat for bee nesting that would naturally be found in standing dead wood in more natural areas.

Biodiversity is the variety within and between species in a defined area.

Biodiversity net gain is an increase in the amount or quality of biodiversity in a defined area over time. A net gain approach means if part of the area is developed or removed, any lost biodiversity must be offset by increasing biodiversity elsewhere to the same or higher amount and quality.

Chalk grassland is a species rich ecosystem known for its abundance of wildflowers and grasses, threatened by land use change in the UK.

Ecosystems are communities of interacting plants, animals, and their physical environment.

Habitats are places where an animal or plant lives, which provides them with food, shelter, and water.

Hoverfly lagoons are artificial bodies of water that can be used by hoverflies as a breeding site, they can be made from buckets or open topped vessels.

IUCN Red List is the world's most comprehensive record of conservation status for biological species.

Managed for nature means areas of land that are managed in a way that increases biodiversity and encourages natural processes, such as pollination.

Native species are those that have historically occurred naturally in a given area or habitat.

Passive rewilding is a process-led approach to land management that involves allowing nature to take its own course with minimal management.

Pesticides are substances used to kill harmful or unwanted organisms. They are considered key contributors to water pollution as well as posing a risk to non-target species.

Peat is a natural resource made of partially decomposed organic matter in wet acidic bogs, called peatlands. It is the world's largest on land carbon store as well as being a valuable ecosystem. It is the focus of campaigns around peat-free gardening by organisations such as the Royal Horticultural Society due to the rate at which it is being lost and the carbon emissions implications of this.

Pollination is the transfer of pollen from one plant to another of the same species.

Pollinators are the agent species, mainly insects, that carry out pollination. Common examples are bees, butterflies, hoverflies, and moths.

Rewilding is a minimal management approach that allows nature to take its own course. This may take a passive form, such as removing all management from an area, or a more active approach, such as introducing species that were historically present in a habitat.

Scrub refers to scattered or dense stands of naturally regenerated locally native tree and shrub species, generally under 5m tall. Scrub can have a high conservation value due to it providing a habitat for many different species.

Set aside for nature refers to areas of land that are left and not managed, to allow nature to decide how the habitat develops over time. This may be through passive rewilding.

Sustainable drainage systems are water management systems based on principles that make urban drainage more compatible with natural water processes.

Synthetic fertilisers are fertilisers that are made from inorganic compounds, such as those derived from products from the petrol industry. They are considered key contributors to water pollution.

CATEGORIES OF LAND MANAGEMENT INTENSITY

The following categories of land management intensity were proposed by leading academics in the field of biodiversity. We used them to understand and map our estate in relation to biodiversity, and will continue to use them to classify our estate as we take action to meet our stated objectives.

Credit: Crispin Holloway

Credit: Crispin Holloway

A. Amenity management

Land managed as required for human use, while aligning with relevant biodiversity principles, such as minimising carbon, pesticide and synthetic fertiliser use and seeking biodiversity net gain, e.g. leaving islands and paths of longer grass to provide nature corridors through amenity grassland.

B. Reduced mowing areas

Areas within the current amenity lawn area that are marked for reduced mowing (maximum three times per year, compared to a typical eight times for amenity areas).

Credit: Crispin Holloway

Credit: Ashley Wilcox

C. Low management areas (flower-rich downland and hay meadow)

Areas that are mown once a year in late summer to promote biodiversity. When funds allow, these areas should be rotavated and seeded with a hay meadow mix. Paths and patches can also be mown in to provide access to areas for sitting and to demonstrate deliberate management. Ponds that are only cleaned once a year should also be included in this category.

D. Passive rewilding

Non-intervention zones, where nature is allowed to develop freely, should be established across campus. These zones should include woodlands (other than for health and safety reasons), and woodland boundaries (e.g. 20m deep) to allow scrub and woodland expansion. Grassland sites around the periphery of campus would also be suitable. Some patches should also be established in the centre of campus to promote engagement. Ponds that are unmanaged, such as the Dew Pond, are included in this category, as are green roofs, which are left to develop on their own.

ALIEN SPECIES: DEFRA LIST OF INVASIVE NON-NATIVE SPECIES

The following lists of animal and plant species are taken from the DEFRA guidance on invasive non-native species as of February 2023. We will actively monitor our campus for the presence of these species with the aim to limit their impact on native biodiversity.

PLANT SPECIES – WIDELY SPREAD

Common name	Scientific name
American skunk cabbage	Lysichiton americanus
Chilean rhubarb	Gunnera tinctoria
Curly waterweed	Lagarosiphon major
Floating pennywort	Hydrocotyle ranunculoides
Giant hogweed	Heracleum mantegazzianum
Himalayan balsam	Impatiens glandulifera
Nuttall's waterweed	Elodea nuttallii
Parrot's feather	Myriophyllum aquaticum

PLANT SPECIES – NON WIDELY SPREAD

Common name	Scientific name
Alligator weed	Alternanthera philoxeroides
Asiatic tearthumb	Persicaria perfoliata
Balloon vine	Cardiospermum grandiflorum
Broadleaf watermilfoil	Myriophyllum heterophyllum
Broomsedge bluestem	Andropogon virginicus
Chinese bushclover	Lespedeza cuneata
Chinese tallow	Triadica sebifera
Common milkweed	Asclepias syriaca
Crimson fountaingrass	Pennisetum setaceum
Eastern baccharis	Baccharis halimifolia
Fanwort	Cabomba caroliniana
Floating primrose-willow	Ludwigia peploides
Golden wreath wattle	Acacia saligna
Japanese hop	Humulus scandens
Japanese stiltgrass	Microstegium vimineum
Kudzu vine	Pueraria lobata

PLANT SPECIES – NON WIDELY SPREAD (CONTINUED)

Common name	Scientific name
Mesquite	Prosopis juliflora
Perennial veldt grass	Ehrharta calycina
Persian hogweed	Heracleum persicum
Purple pampas grass	Cortaderia jubata
Salvinia moss	Salvinia molesta
Senegal tea plant	Gymnocoronis spilanthoides
Sosnowsky's hogweed	Heracleum sosnowskyi
Tree of Heaven	Ailanthus altissima
Vine-like fern	Lygodium japonicum
Water hyacinth	Eichhornia crassipes
Water-primrose	Ludwigia grandiflora
Whitetop weed	Parthenium hysterophorus

ANIMAL SPECIES – WIDELY SPREAD

Common name	Scientific name
Chinese mitten crab	Eriocheir sinensis
Egyptian goose	Alopochen aegyptiacus
Grey squirrel	Sciurus carolinensis
Muntjac deer	Muntiacus reevesi
Signal crayfish	Pacifastacus leniusculus
Terrapins – all subspecies including red-eared slider, yellow-bellied slider, Cumberland slider and common slider	Trachemys scripta

ANIMAL SPECIES – NON WIDELY SPREAD

Common name	Scientific name
Asian hornet	Vespa velutina nigrithorax
Chinese sleeper/Amur sleeper	Percottus glenii
Coati	Nasua nasua
Common myna	Acridotheres tristis
Coypu	Myocastor coypus
Fox squirrel	Sciurus niger
Indian house crow	Corvus splendens
Marbled crayfish	Procambarus fallax f. virginalis (Procambarus virginalis)
Muskrat	Ondatra zibethicus
New Zealand flatworm	Arthurdendyus triangulatus
North American bullfrog	Lithobates (Rana) catesbeianus
Pallas's squirrel	Callosciurus erythraeus
Pumpkinseed	Lepomis gibbosus
Raccoon	Procyon lotor
Raccoon dog	Nyctereutes procyonoides

ANIMAL SPECIES – NON WIDELY SPREAD (CONTINUED)

Common name	Scientific name
Red swamp crayfish	Procambarus clarkii
Ruddy duck	Oxyura jamaicensis
Sacred ibis	Threskiornis aethiopicus
Siberian chipmunk	Tamias sibiricus
Small Asian mongoose / Javan mongoose	Herpestes javanicus
Spiny-cheek crayfish	Orconectes limosus (Faxonius limosus)
Striped eel catfish	Plotosus lineatus
Topmouth gudgeon (also known as stone moroko)	Pseudorasbora parva
Virile crayfish	Orconectes virilis (Faxonius virilis)

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(Sustainability Manager)

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Policy approver: Vice-Chancellor Sasha Roseneil
and the University Executive Group

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Title

Other policies not
mentioned above

Contributors

Katerina Psarikidou,
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Date

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Sustainable Food and
Agriculture Policy

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SUSTAINABLE FOOD AND AGRICULTURE POLICY

US

UNIVERSITY OF SUSSEX

SUSTAINABLE FOOD AND AGRICULTURE POLICY

This is the official University of Sussex policy on sustainable food and farming – including fishing. It forms an update to the 2014 Sustainable Food Policy.

PURPOSE

This policy document is designed to work alongside, and provide further guidance on, our strategic commitments around responsible food and water production and consumption, as set out in **Sustainable Sussex**, the University of Sussex Sustainability Strategy and **Action Plan**.

Ultimately, this policy is intended to help us realise our vision of being one of the most sustainable universities in the world, by protecting biodiversity[i] and aquatic ecosystems[ii] and reducing the greenhouse gas emissions associated with the catered food that we source and sell on campus. It also ensures that the supply chain for our on-campus catering has strong economic and social sustainability values.

OBJECTIVES [1]

I. Maintain the **Sustainable Restaurant Association** Three Star Award (the highest possible rating) for the sustainability of the food that we source.

II. Ensure that at least 80% of our fresh produce, excluding dairy, comes from local suppliers with a focus on seasonally appropriate foods where possible.

III. Ensure that the fish and animal produce sold at our catering outlets is sourced with high sustainability standards, including ensuring that all eggs are free range.

IV. Continue to actively support sustainable food production and distribution on campus including the redistribution of surplus food.

V. Seek to reduce consumer demand for meat with high associated environmental impacts.

VI. Improve the quality of consumer information in relation to food sustainability, including piloting the introduction of a food sustainability traffic light system.

VII. Review all catering outlets to identify their suitability for becoming net zero cafés[iii] and use the findings to select a number of locations to offer net zero catering.

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[1] The achievement of the objectives set out in this policy is subject to that normal supply of goods and services that may not always be possible in the event of major national emergencies related to the pandemic, Brexit or another force majeure.

GUIDING PRINCIPLES

1. BENCHMARKED:
We don't want to tell you how sustainable our food is. We want others to confirm it and to hold us to industry leading standards where we are benchmarked against others. That is why we are committed to maintaining our Sustainable Restaurant Three Star Award for the sustainability of the food that we procure and sell on campus.

2. LOCAL FIRST:
Our **Sustainability Strategy** commits us to ensuring that at least 80% of our fresh produce, excluding dairy, comes from local suppliers with a focus on seasonally appropriate foods where possible. This reduces the food miles associated with our food and helps to boost the local economy and predominance of sustainably farmed food in our local area.

3. HEALTHY:
Our meals are designed to promote good health and well-being, this includes but is not limited to minimising the use of preservatives, GMO[iv] and salt content in the food sold.

4. VEGAN AND VEGETARIAN FRIENDLY:
We provide a high proportion of meat free food in our catering outlets – this constitutes over 50% of the food on our menus on campus. We will continue to maintain this level of vegetarian and vegan catering, or more, and promote the environmental benefits of low-meat and meat-free diets to students and staff.

5. FISHED RESPONSIBLY:
We support sustainable fishing and aquaculture[v] and the protection of aquatic ecosystems. This includes but is not restricted to the following steps when purchasing and selling seafood:

a) avoiding seafood categorised as 'fish to avoid' on the **Good Fish Guide** (as defined by the Marine Conservation Society (MCS))

b) adhering to the **Sustainable Seafood Coalition Codes of Conduct** which requires annual risk assessments to be undertaken on all fisheries that our main catering provider procures from.

6. HIGH ANIMAL WELFARE STANDARDS:
Where meat, dairy, and eggs are used we ensure that they are produced according to high animal welfare standards and are sustainably sourced, including only using free range eggs, Red Tractor milk and meat that has RSPCA Freedom Food (or similar) animal welfare accreditation standards.

7. LOW CARBON:
We are committed to reducing the carbon impact of our food. That is why we are committed to:

a) reviewing all University run catering outlets to identify their suitability for becoming net zero cafés and using the findings to select a number of locations to offer net zero catering where feasible

b) reducing the amount of food sold with high embodied carbon emissions and associated environmental impacts via better consumer information and staff and student engagement to change patterns of demand. This includes but is not restricted to:

i. piloting a food sustainability traffic light system to educate and inform consumers of the environmental impact of their choices – akin to the salt, sugar and fat traffic light systems for supermarket products

c) creating seasonal menus where possible to reduce the need for imported food with high food miles

d) encouraging the use of low emission fleets to transport food to and from campus.

8. SOCIALLY AWARE:

We are committed to promoting social and economic sustainability. That is why our policy is:

a) encouraging the use of social enterprises and local cooperatives within our supply chain

b) using Fairtrade goods where relevant and possible (eg imported bananas and coffee)

c) providing discounted coffee to staff and students participating in the University's active and sustainable travel rewards scheme

d) paying catering staff a living wage

e) supporting the redistribution of food that would otherwise go to waste, while simultaneously helping to tackle local food poverty and hunger. For example, donating food to food banks or people in need via the **TooGoodToGo** and/or **Olio** food redistribution apps.

9. RESPONSIBLY PACKAGED AND RECYCLED:

We encourage responsible consumption and production within our catering outlets through the following actions:

a) offering free tap water in all of our catering outlets to encourage the use of reusable water bottles

b) promoting the use of reusable cups over disposable hot drink cups - including the use of financial levers in our catering outlets to drive behaviour change

c) providing fully compostable cutlery and take away food containers as standard to convert into compost via anaerobic or aerobic digestion – avoiding the need for it to go to landfill

d) ensuring that used cooking oil is collected and recycled by our registered partner, **Ollecco**.

10. EXTENDED TO THE SUPPLY CHAIN:

We will ensure that our Sustainable Food Policy is always extended to our direct supply chain partners at the point of tendering and contract renewal and that performance in this area is followed up with robust key performance indicators, reporting and tracking. We also ensure that our supply chain actively support and engage with government and regulatory bodies such as the **Food Standards Agency** and the **Department for Environment, Food and Rural Affairs** to support initiatives which develop industry best practices.

Exclusions

Please note that this is a University of Sussex policy document that does not extend to the University of Sussex Students' Union, which is a separate legal entity. However, steps are being taken to ensure that both institutions work together to become co-signatories of a joint sustainable food and agriculture policy document, when this document is next reviewed.

i Biodiversity – the abundance and diversity of animals, plants, and the habitats they live in across a defined area.
ii Aquatic ecosystems – a community of plants and animals in, or close to, a body of water.
iii Net Zero Café – a café which is run to reduce the carbon emissions produced as far as possible, by changing how the café is run, the products sold etc.
iv GMO – Genetically Modified Organisms – foods that have been genetically engineered to produce preferable characteristics.
v Aquaculture – the rearing of aquatic animals or plants for food.

Review/Contacts/References	
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mentioned above

Contributors

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Waste Reduction, Reuse
and Recycling Policy

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WASTE REDUCTION, REUSE AND RECYCLING POLICY

US

UNIVERSITY
OF SUSSEX

WASTE REDUCTION, REUSE AND RECYCLING POLICY

This is the official University of Sussex policy on waste reduction, reuse and recycling. It replaces previous policy documents on this topic.

PURPOSE

This policy document is designed to provide further guidance and guiding principles on waste reduction, reuse and recycling to enable us to realise our strategic commitments around waste as set out in Sustainable Sussex, the University of Sussex Sustainability Strategy and Action Plan.

Ultimately, it is intended to help us to realise our vision of being one of the most sustainable universities in the world, by encouraging responsible consumption and production in relation to waste and the promotion of the circular economy[1]. The goal of which is to help reduce climate change, pollution and the loss of both aquatic and land related biodiversity.

OBJECTIVES

I. To meet our goal of reducing the volume of waste produced per student by 10% by 2025.

II. To achieve our target of recycling 50% of our waste by 2025, including a:
    a) 55% sub target of residential waste
    b) 70% sub target of non-residential waste.

III. To improve our monitoring and measurement of waste management – enabling us to set a target for all waste streams by December 2024.

IV. To promote adherence to the waste hierarchy and to embed these principles throughout the University campus through a programme of education, engagement and culture change.

V. To improve waste signage and facilities.

VI. To minimise the use of single-use plastics and disposable items.

VII. To encourage our partners and supply chain to adhere to the principles set out within this policy – ensuring appropriate recycling targets and innovation are included within all waste contract tenders by December 2024.

Waste hierarchy diagram
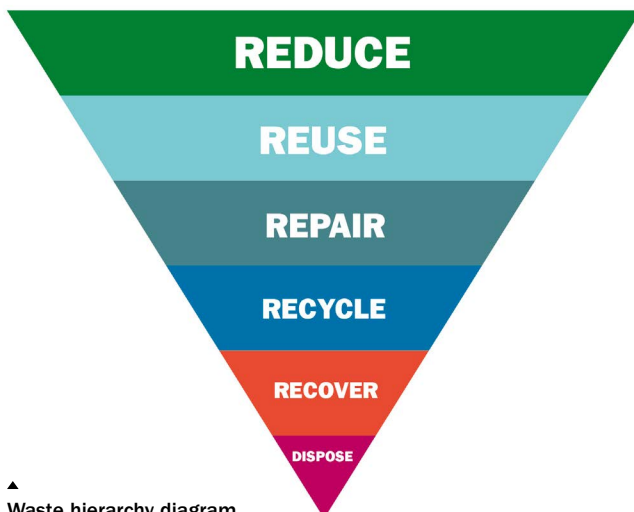
[1] The term circular economy appeared for the first time in 1988 in *The Economics of Natural Resources* and describes an economic system of closed loops in which raw materials, components and products lose their value as little as possible, renewable energy sources are used and systems thinking is at its core.

GUIDING PRINCIPLES

1. WASTE HIERARCHY LED:

We, as an institution, support the use of the waste hierarchy to guide waste management decisions and education. We will always try to prioritise waste reduction, over reuse, over repair and over recycling, with waste recovery and disposal only used as last resort options.

- **Reduce** – we will reduce the volume of waste produced by:
  a) reducing the number of disposable items that we procure (including single-use plastics)
  b) preventing surplus food becoming waste, through redistribution to the local community
  c) educating staff, students and the wider community on the merits of the circular economy and how they can be more sustainable in their daily lives.

- **Reuse** – we will support the collection of items for charity and redistribution amongst both our campus community and the wider community – for example, through our British Heart Foundation charity collection points and the supporting of sustainable fashion thrift fairs.

- **Repair** – we will encourage the repair and upgrading of assets rather than their replacement, where this is the most cost-effective way to reduce greenhouse gas emissions and embodied carbon from a full life cycle analysis perspective.

- **Recycle** – we will provide first-class recycling facilities and education to meet our target of recycling 50% of waste by 2025. We will minimise recycling contamination and maximise engagement and innovation in this area. This includes deploying a network of waste champions to help collect and sort recycling (including food waste), and to take part in regular waste audits and compositional analysis sessions with us.

- **Recovery** – we will continue to meet our obligation of sending zero general waste to landfill. Instead, all general waste that cannot be recycled will be converted to energy via an energy recovery facility or the use of anaerobic or aerobic digestors.

- **Disposal** – in very specific circumstances we may need to dispose of certain types of hazardous waste, such as radioactive materials, in a secure manner that protects the environment, including aquatic ecosystems. These materials are covered by our separate **Hazardous Waste Policy** and **Ionising Radiation Safety Policy**.

2. TARGET CENTRED:

We, as an institution, will set annual recycling and reuse sub-targets, by waste stream, for the following types of waste by 2025 as we work towards our goal of recycling 50% of our waste by 2025:

a) non-residential
b) residential
c) dry mixed recycling
d) glass
e) food and compostable
f) Tetra Paks/cartons
g) mattresses
h) paint/oil/hazardous/technical
i) pallets
j) batteries
k) lamps
l) WEEE (certain types of waste electrical and electronic equipment)
m) metal
n) green
o) wood and bulky.

3. EVIDENCE DRIVEN:

The University will make factual, evidence-based decisions using the best performance data possible. This will include but not be limited to:

a) conducting annual waste audits informed by termly compositional analysis to better understand our waste streams and levels of contamination
b) holding annual lessons learned sessions with everyone involved in the waste management process
c) ensuring clear contractual reporting requirements on each waste stream (by weight produced, percentage recycled, recovered and/or sent to landfill).
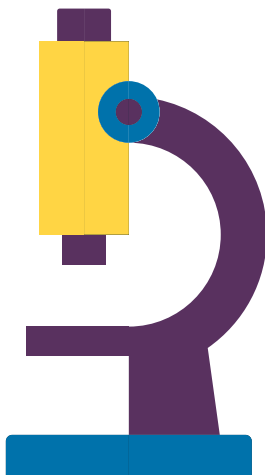
4. FACILITY FOCUSED:

We will have the right equipment, storage, signage and facilities to maximise waste reduction, reuse and recycling. This should include but not be limited to:

a) modern, consistently signed dry mixed recycling, glass and compostable external waste bins around campus to support the target of 70% recycled waste from non-residential buildings by 2025
b) provision of food waste recycling facilities in residential kitchens and non-residential buildings when requested by our network of food caddy captains and waste champions
c) provision of appropriate levels of specialist reuse and recycling facilities in other key clearly mapped out locations eg Tetra Pak receptacles, oil, batteries etc
d) adequate mattress and furniture storage facilities to support up to 90% recycling in this area
e) effective clear signage and information on how to use these facilities
f) appropriate waste separation and storage equipment ahead of removal from campus.

5. INNOVATIVE:

We strive to be at the forefront of waste innovation. We will do this through some of the following:

a) researching best practice around waste management and reduction – including storage for increasing material recovery and policy surrounding project waste
b) enshrining innovation requirements into tendering processes and contract management agreements to encourage innovation within our supply chain
c) promoting innovation in the space of reduce, reuse and recycle within our student innovation competitions/grand challenges and wider research projects, methods and lab practices – including use of artificial intelligence to improve sorting
d) producing business cases for waste reduction, reuse and recycling innovations and trials, as and when appropriate.

6. EXTENDED TO THE SUPPLY CHAIN:

We will ensure that our values and priorities surrounding waste reduction, reuse and recycling are shared by our partners in a number of ways, which includes:

a) asking our suppliers questions about waste and recycling in our tender processes as standard, as guided by our **Ethical and Sustainable Procurement Principles Framework**

b) embedding targets and KPIs in our waste contracts from December 2024 when they are up for renewal – rationalising school contracts and increasing innovation wherever possible

c) improving supply chain reporting – including from our estates and facilities management provider

d) encouraging our contractors to sign up to our policy and pledge to minimise plastic waste as listed in **Annex A** below.

7. EVERYONE ENGAGED:

Practising waste reduction, reuse and recycling is something that we need to do together as a collective body involving all of our staff and students. We will engage as many people on campus as possible in realising our policy in the following ways:

a) recruiting a network of waste champions to help support and promote recycling and to take part in waste audits and compositional analysis

b) running local competitions on who can recycle the most with the least contamination

c) educating staff and students on reduction, reuse and recycling through Welcome Week events, staff inductions and sustainability webinars and road shows

d) engaging students in competitions to design better recycling information

e) encouraging volunteering in the wider community around waste – this includes promoting beach, river and hill cleans in conjunction with the charity **Surfers Against Sewage**.

Exclusions

Please note that this policy document does not include project waste, which will be the subject of a separate policy document by December 2023.

POLICY AND PLEDGE TO MINIMISE PLASTIC WASTE

We at the University of Sussex are working with our staff, students, stakeholders and supply chain partners to minimise the amount of plastic waste procured and disposed of on our campus.

In doing so we are passionate about minimising our use of:

I. single-use plastics – any plastic item that can only be used one time before it is disposed of or recycled

II. plastic materials that cannot be recycled and have the potential to end up in landfill

III. micro, meso or macro plastics that have the potential to harm wildlife, habitats or human life – including aquatic ecosystems.

In doing so we are committed to eliminating avoidable single-use plastics from catering, stationery, laboratories, halls of residence, offices and events by 2025.

Where the use of plastics is unavoidable, the University will encourage the use of recycled plastics, where practicable, and support manufacturers that make products from locally sourced waste plastics.

We will achieve the above by encouraging the creation of localised plastic reduction action plans in our Schools, Professional Service Divisions, halls of residences and laboratories. We will also support knowledge and awareness raising to support the implementation of these plans.
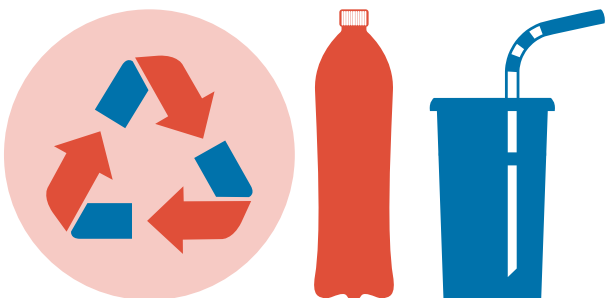
We will also work with key partners in the local community to help prevent the entry of plastic into natural environments – both terrestrial and aquatic. For example, participating in beach, river and hill cleans with **Surfers Against Sewage**.

For all of the above commitments, we will continue to adhere to Government legislation that regulates against the use of single-use plastics to support our efforts where we can.

Finally, we will encourage our supply chain partners to sign up to this pledge wherever feasible and proportionate.

Review/Contacts/References	
Policy title:	Waste Reduction, Reuse and Recycling Policy
Date approved:	November 2021
Approving body:	Vice-Chancellor via the University Executive Group
Last review date:	June 2023
Revision history:	Version 2: June 2023 Version 1: November 2021
Next review date:	June 2025
Related internal policies, procedures, guidance:	**Sustainability Strategy Sustainability Policies Sustainability Strategy Action Plan**
Policy owner:	Estates, Facilities and Commercial Services
Lead contact/author:	Sustainability Manager

Type

Policy

Enforcement Date

2021-09-01

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2023-03-01

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name=volunteeringpolicy-
march23.pdf&site=271

Scope

University Level

Title

Other policies not
mentioned above

Contributors

Katerina Psarikidou,
Alejandro Luna

Date

June 21, 2024

Description

Volunteering Policy

Language

English

Sharing Rights

Public

STAFF VOLUNTEERING POLICY

Title:	**University of Sussex Staff Volunteering Policy (Engage for Change)**
Approved by:	People, Culture and Inclusion Committee, September 2021
Reviewed by	People, Culture and Inclusion Committee, March 2023

Table of Contents

US

UNIVERSITY
OF SUSSEX

1   <u>INTRODUCTION</u>

1.1   Introduction

1.1.1   The University of Sussex is committed to becoming the one of the most sustainable universities in the world. In doing so we are committed to supporting our staff and students to have a positive social, environmental and economic impact in our local communities and the wider world.

1.1.2   We also recognise that volunteering can be mutually beneficial for individuals and employer organisations - providing staff with opportunities to make a difference whilst developing new personal and professional skills.

1.1.3   Employer-supported volunteering scheme can improve staff wellbeing and work-life balance, increase engagement and cohesion amongst teams and between different departments, and foster partnerships and cooperation within the local community.

1.1.4   The Engage for Change Volunteering Scheme and policy is aligned with the University's five key values – kindness, integrity, inclusion, collaboration and courage – set out in the University's 2025 Strategic Framework titled 'A Better University for a Better World'.

1.1.5   The policy also supports the implementation of the University's Sustainability Strategy and the realisation of the 17 United Nations Sustainable Development Goals.

1.2   Purpose

1.2.1   This document sets out the University' procedures and conditions for enabling and supporting staff who participate in University approved volunteering activities that align with the University's values and support the achievement of the Sussex 2025 vision and Sustainability Strategy.

1.3   Scope

1.3.1   This policy and procedure will apply to all University of Sussex staff with contracts lasting 12 months or more.

1.3.2   This policy applies to external volunteering opportunities only, opportunities to volunteer internally will be governed by separate policies.

1.3.3   This policy will be reviewed on a regular basis and can be amended at any time.

1.4   Definitions

Word/Term	Definition
Employee Volunteering	Community-based voluntary activity undertaken by a member of staff, with the support and encouragement of their organisation, to develop their skills and competencies whilst making a valued contribution to a not-for-profit organisation. Volunteering is defined as carrying out tasks or providing services for individuals or community organisations without financial payment or compensation from the individual or organisation.
United Nations Sustainable Development Goals (SDGs)	The Sustainable Development Goals (SDGs) were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The 17 SDGs are <u>integrated</u> – that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. See annex 7.1 for an overview of the SDGs.

1.5   Equality and Diversity

1.5.1   This volunteering scheme and policy will undergo an Equality Analysis to comply with the University's legislative responsibilities so as not to unlawfully discriminate against any protected characteristic.

1.5.2   Statistical analysis on usage of the scheme will also be used to inform the University's Equality policies, guidelines and procedures. The Equality, Diversity and Inclusion (EDI) Unit will monitor these statistics on an ongoing basis to identify any key areas of concern and will work with the local line management to mitigate any adverse impacts of the policy/procedure on potentially vulnerable groups in order to ensure equal access to opportunities, engagement and participation amongst all University employees.

2   POLICY STATEMENT

2.1   The University of Sussex is committed to acting as a civic leader and partner by allowing representatives of the university to contribute to and take an active role in the local and regional community through volunteering activities that align with the University's community engagement and sustainability agenda, which can be shown to contribute to one of the 17 UN Sustainable Development Goals.

2.2   The University actively promotes and encourages volunteering and recognises the positive and meaningful impact of staff participating in voluntary activities. That is why it will reasonably support applications for approved employee volunteering projects, via this procedure, with paid leave or flexible working approaches where possible.

3   GENERAL PRINCIPLES

3.1   A designated 'Engage for Change - Go Volunteer' website provides the focus for information, advice and support for staff who wish to volunteer in the local community. This may include opportunities to engage with on-campus volunteering, which will be co-ordinated by the University Sustainability Team with support from volunteering champions in each professional service directorate and academic school.

3.2   University supported volunteering activities are those that are either:

a)   University approved volunteering opportunities or undertaken at a partner non-profit organisation or group which are listed on the University's 'Engage for Change - Go Volunteer' website; or

b)   Those that have been selected, organised and applied for by an employee of one's own accord and approved by the university's sustainability team as being in line with this policy.

3.3   The University will grant reasonable time off for participation in approved voluntary activity. This staff volunteering scheme will provide all part-time and full-time employees with contracts of 12 months or more with the opportunity to undertake 2 days of voluntary sustainability-related activities in the regional community per annum (pro rata). The maximum number of volunteering days per annum will be aligned with the annual leave year, i.e. the maximum number of days is reset at the same time as the annual leave year (October each year). The exact number of days will be reviewed on an annual basis depending on uptake, feasibility, impact and cost.

3.4   Volunteering may be for a one-off event or project over a day/number of days or may be a slightly more regular commitment supporting one specific project. The support mechanism for each project will be considered on an individual basis and defined by the employing manager. It may take the form of:

a)   Paid time off - e.g. 2 individual days of volunteering in one-day duration projects, 2 consecutive days undertaking a volunteering activity, one hour per week projects over the course 15 weeks;

b)	Flexible working - e.g. a later than usual start with a later finish for participation in a volunteering opportunity.

3.5   Support and guidance will be provided for staff and managers on how best to implement and manage flexible working arrangements and relationships to accommodate voluntary activities. Guidance will be provided for managers on how to consider requests for volunteering fairly.

3.6   Volunteering applications must be authorised by the prospective volunteer's line manager for any volunteering activity.

3.7   Any request to undertake voluntary work will be considered on an individual basis and will be made in line with business needs. Participation in a volunteering activity will only be approved if it is not detrimental to the operational requirements of the team, department or the University as a whole, managers must consider the impacts on the team, department or University before any decision is made. Managers may agree with the prospective volunteer to a deferment of the volunteering activity should business commitments require.

3.8   If a manager is unable to support a request for volunteering, a reason must be given to the member of staff. Where an application for a particular project cannot be accommodated, the University will refer the respective employee to the volunteering opportunities and partner organisations listed on its webpage and offer any available suitable alternative projects which the employee can progress or decline as they so wish.

3.9   If a manager refuses the application for volunteering and provides a reasonable explanation for not agreeing and supporting the employee's request, the manager's decision is final and not open to appeal by the employee.

3.10   The University reserves the right to cancel or suspend volunteering activity at any time, without notice.

3.11   Sickness absence from the volunteering activity should be notified to the University in the normal manner, as articulated in the Guidance on Leave and Absence from Work.

3.12   All volunteering activity will be monitored for evaluation purposes by the Sustainability team, including level of uptake, benefits and disadvantages as viewed by the volunteer, the line manager and the external organisation. In terms of economic, social and environmental sustainability the impact of the volunteering scheme will also be measured and recorded against the 17 United Nations Sustainable Development Goals (SDGs).

3.13   The University's employment policies continue to apply during the volunteering activity.

3.14   Any expenses, including transport or commuting costs, incurred in the volunteering activity must be met by the individual volunteering or the host organisation and are non-refundable. The University will not be liable for any expenses.

3.15   Arrangements for any relevant DBS (Disclosure and Baring Service) Checks, Health and Safety arrangements, Risk Assessments and Insurance will be arranged by the charity or organisation providing the volunteering opportunity and will not be the responsibility of the University.

3.16   Time off for public duties such as magistrates, volunteer reserve service, justice of the peace, armed forces, local authority councillor etc. is not covered within this policy but instead in separate policies. Reference should be made to the University's Special Leave Policy regarding these activities.

3.17   Time off for undertaking voluntary work for political parties, e.g. canvassing, is not permitted as part of the Volunteering Scheme.

3.18   All employees must comply with the University's rules, policies and procedures at all times. Unauthorised absences from work for volunteering purposes, failure to declare any changes to the volunteering requirements or overall abuse of the volunteering scheme policy are matters for disciplinary proceedings and may lead up to and include dismissal.

4   RESPONSIBILITIES

4.1   Members of staff are responsible for:

- Participating in the appropriate volunteering application process that meet the requirements of this policy and the information provided on the Engage for Change – Go Volunteer web pages.
- Completing a volunteering request form and gaining the necessary approval of their line manager, where volunteering is not detrimental to the operational requirements of the department or the University
- Undertaking any training, completing any DBS checks and risk assessment documents, and making any health and safety arrangements necessary for the relevant volunteering role;
- Participating in agreed programmes of volunteering to the best of their abilities;
- Keeping their line manager informed of progress throughout the programme of volunteering;
- Informing their line manager and volunteering team immediately if they intend to withdraw from an agreed programme of volunteering;
- Informing the voluntary organisation directly if they are unable to attend.
- Reporting the success or otherwise of initiatives to the Sustainability Team for possible use within public case studies and university promotional materials.

4.2   Managers are responsible for:

- Considering the impact on service provision before agreeing to such requests
- Formally approving the volunteering application form submitted by the employee
- Agreeing the number hours and working pattern to support the volunteering activity;
- Monitoring the time spent away from work in voluntary activity for each volunteer;
- Ensuring that the proposed volunteering activity remains within the scope of this policy and aligns with the university's core values;
- Reviewing with the member of staff their progress throughout their period of volunteering and recording outcomes
- Supporting the University's commitment to volunteering and community engagement through genuine consideration of requests made to volunteer, which account for business requirements.

4.3   Human Resources are responsible for:

- Working with the sustainability team to ensure records on the number of volunteering placements by the 17 categories of the UN Sustainable Development Goals.
- Advising mangers on time allowances and the application of this policy and procedure.

5   PROCEDURE

5.1   An employee interested in taking part in the University's Volunteering Scheme must reach out to organisations, projects or initiatives offering volunteering opportunities and organise all voluntary activities on their own accord by drawing on and complying with university guidance and policy. Subsequently, an employee must inform the respective line manager about their intention to undertake a voluntary activity through the University's Volunteering Scheme by providing details about the host organisation, duration, commitments, responsibilities, etc.

5.2   Where an appropriate volunteering opportunity for a member of staff is identified, the member of staff and their line manager must complete and sign an employee volunteering form provided by the sustainability team.

5.3 Volunteering opportunities may involve a minimum time commitment, therefore the member of staff and their line manager should review the agreement after this time and give consideration as to whether the volunteering can continue further, if required.

6 DOCUMENT GOVERNANCE

6.1 Responsibility

Policy Owner	Matthew Naish (Reward Manager) and Samantha Waugh (Sustainability Manager)

6.2 Version Control and Change History

Version Number	Approval Date	Approved by	Amendment
1.0	May 2021	People Culture and Inclusion Committee	New Policy
2.0	June 2021	University Executive Group	Minor revisions and update to policy
3.0	January 2023	University Executive Group	Reviewed, no amendments made
3.0	March 2023	People Culture and Inclusion Committee	Reviewed, no amendments made

6.3 Document Review

6.3.1 The policy and procedure will be reviewed by the Director of Human Resources (or their delegate) in association with the university's Sustainability Team, trade unions, employee representatives (where appropriate) and managers in response to statutory changes, changes in University procedures or structures or as a result of the monitoring of the application of the policy and procedure. In any event, the policy and procedure will be reviewed every two years.

7 **ANNEX**: Overview of the United Nations Sustainable Development Goals (SDGs).
See https://sdgs.un.org/goals for further information.

SDG	Icon	Definition
GOAL 1: No poverty		End poverty in all its forms everywhere
GOAL 2: Zero Hunger		End hunger, achieve food security and improved nutrition and promote sustainable agriculture
GOAL 3: Good Health and Well-being		Ensure healthy lives and promote well-being for all at all ages

GOAL 4: Quality Education	4 QUALITY EDUCATION	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
GOAL 5: Gender Equality	5 GENDER EQUALITY	Achieve gender equality and empower all women and girls
GOAL 6: Clean Water and Sanitation	6 CLEAN WATER AND SANITATION	Ensure availability and sustainable management of water and sanitation for all
GOAL 7: Affordable and Clean Energy	7 AFFORDABLE AND CLEAN ENERGY	Ensure access to affordable, reliable, sustainable and modern energy for all
GOAL 8: Decent Work and Economic Growth	8 DECENT WORK AND ECONOMIC GROWTH	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
GOAL 9: Industry, Innovation and Infrastructure	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
GOAL 10: Reduced Inequalities	10 REDUCED INEQUALITIES	Reduce inequality within and among countries
GOAL 11: Sustainable Cities and Communities	11 SUSTAINABLE CITIES AND COMMUNITIES	Make cities and human settlements inclusive, safe, resilient and sustainable
GOAL 12: Responsible Consumption and Production	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Ensure sustainable consumption and production patterns
GOAL 13: Climate Action	13 CLIMATE ACTION	Take urgent action to combat climate change and its impacts
GOAL 14: Life Below Water	14 LIFE BELOW WATER	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
GOAL 15: Life on Land	15 LIFE ON LAND	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

GOAL 16: Peace, Justice and Strong Institutions	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
GOAL 17: Partnerships for the Goals	17 PARTNERSHIPS FOR THE GOALS	Strengthen the means of implementation and revitalize the global partnership for sustainable development

2. In which areas does the PRME Signatory Member or its governing parent institution set aspiration targets? Mark all that apply.

☑ Greenhouse gas emissions

object-id-1346

Type

Statement

Relevant Stakeholders

University of Sussex

Purpose

Decarbonisation Strategy

Title

Targets for greenhouse gas emissions

Contributors

Katerina Psarikidou, Alejandro Luna

Date

June 28, 2024

Description

Our Sustainability Strategy has a section dedicated to decarbonisation, and our carbon management plan contains further details on how we will achieve Net Zero, along with interim indicative targets (see attached objects 1 and 3). Further to this we publish our annual carbon footprint on our performance dashboards: https://www.sussex.ac.uk/about/sustainable-university/performance/annual-reports/dashboard Please note we have recently adhered to the EAUC Standardised Carbon Emissions Framework and re-baselined our carbon emissions, and therefore are also reworking our pathways and interim targets to Net Zero: https://

DECARBONISING THE ECONOMY

UNIVERSITY
OF SUSSEX

WE WILL REACH NET ZERO BY 2035 THROUGH OUR ACTION PLAN FOR ACHIEVING THIS

We will achieve this objective through four key areas of activity. Firstly, by setting strong aspirational net zero targets. Secondly, by accurately recording and analysing our emissions annually via excellent carbon accounting. Thirdly, by decarbonising our energy infrastructure; and fourthly by creating a more energy-efficient campus through better insulation and energy use. Our key commitments in this area are summarised below and explained in more detail in the remainder of this section.

KEY COMMITMENTS: DECARBONISING THE ECONOMY

- Set a target of achieving net zero carbon emissions by 2035, with indicative interim targets for 2025 and 2030

- Set an annual carbon reduction target every August to be monitored as a key performance indicator by Council each year from August 2022

- Put in place more robust carbon-accounting practices and achieve Science Based Targets initiative (SBTi) Net Zero Carbon Standard accreditation by August 2023

- Begin to invest in replacing priority fossil fuel dependent infrastructure with lower carbon alternatives by December 2026, with a first step of producing feasibility studies in each of the following areas by December 2021:

  - Replacement of our Combined Heat and Power Plant with a low carbon alternative
  - Expanding our renewable energy production
  - Creating a new sustainable transport hub
  - Upgrading electric vehicle, scooter and bike charging infrastructure

- Reduce our digital emissions through our IT Network Replacement Project and Cloud-First Policy by December 2024

- Improve the energy efficiency of our campus by:

  - High-level auditing of the energy efficiency of all of our estate by December 2021
  - Producing investment opportunity analysis of the 20% of our most poorly performing buildings and business cases for improvements by 2023
  - Upgrading our Building Energy Management Systems – e.g. automatic heating controls – by August 2022
  - Developing minimum environmental product standards for the furnishings and fixtures that we buy for our estate by December 2022
  - Identifying if there is a business case to move beyond BREEAM Excellent construction standards for new buildings by December 2022

- Introduce new more modern flexible ways of working that can reduce our carbon footprint by 2025.

NET ZERO BY 2035

In February 2021 we completed internal modelling of our current carbon footprint and options for decarbonisation by 2030, 2035 or 2040. We have used this analysis to set a **target of achieving net zero carbon emissions by 2035, with indicative interim targets for 2025 and 2030** that we will review and update annually.

The following graph shows our indicative interim targets for reaching net zero.[1]

Indicative interim carbon reduction targets to reach net zero carbon by 2035

Not all net zero targets are the same. We are proud that **our net zero target contains both direct emissions and indirect emissions** caused by our supply chain, financial investments, and the way that our staff and students travel.

The **Green House Gas Protocol** classifies emissions in three ways – known as scope 1, 2 or 3 emissions. Examples of these are given below.

SCOPE 1	SCOPE 2	SCOPE 3
Fuel combustion, company vehicles, fugitive emissions	Purchased electricity, heat and steam	Procured goods services, business travel and communting

Our target means that **we will be net zero for all scope 1, 2 and 3 emissions by 2035**. This puts us ahead of many other organisations who are only committed to being carbon neutral for scope 1 and 2.

Having a clear understanding of our greenhouse gas emissions and stretching SMART (Specific, Measurable, Achievable, Realistic and Timed) targets for reducing them are the key to success. The remainder of the Decarbonising the Economy section of the strategy outlines how we will reduce our scope 1 and 2 emissions, while the subsequent section of the strategy (Civic Leaders and Partners) includes our plans to reduce our scope 3 emissions from travel and the supply chain.

[1] It should be noted that we still expect to have a carbon footprint of 17,860 TCO_2 in 2035, which we will either need to compensate for or rely upon new technological solutions arising over the next decade that can enable us to become net zero. We will actively pursue ways to achieve net zero as sustainably as possible, for example, through demand reduction or appropriate carbon sequestration measures.

EXCELLENT CARBON ACCOUNTING

We will work with our relevant energy management service partners – currently Sussex Estates and Facilities (SEF) – to **put in place robust carbon-accounting practices** based on the Green House Gas Protocol produced by the World Business Council for Sustainable Development. This will allow us to track our progress towards achieving our net zero target.

We will ask SEF – in an improved energy management agreement – to **provide an annual report on our carbon footprint** to the Sustainability Committee, chaired by our Vice-Chancellor every February. We will then use these data to agree an **annual carbon-reduction target** for each academic year from August 2022 onwards. Achievement of this annual carbon-reduction target will be a **key performance indicator** that the Sustainability Team reports to the University Council (the highest governing body at the University) each year for scrutiny, challenge and approval.

We recognise that the quality of our carbon accounting will only be as good as the quality of the data that we are collecting to inform it. So, we will **review our current carbon footprint data and produce an improvement plan** by December 2021, which we will implement by December 2022. This means we will review the data quality in relation to our top 10 sources of carbon emissions and put in place an improvement plan for each area. For example, utilising industry best-practice methodologies to calculate indicative emissions from our procurement activity and investments.

In order to ensure that our carbon-accounting policies and procedures are guided by best practice we will also look to **apply to the Science Based Targets initiative (SBTi) Net Zero Carbon Standard accreditation** by August 2022 with an aim to have received accreditation by August 2023. This standard sets out requirements for quantification, reduction and compensation of greenhouse gas emissions for organisations, products and events.

DECARBONISED ENERGY INFRASTRUCTURE

Even if we have the best carbon-accounting system in the world, it will mean nothing if we do not **invest in replacing our fossil fuel dependent infrastructure from the 20th century with modern lower-carbon alternatives**.

This process requires a change in mindset from thinking about what is the cheapest product to buy now in today's world as opposed to what is going to be most cost effective over the life of this strategy. It is about asking what to invest in now to **prevent us from having to pay for expensive carbon offsetting and higher energy costs in the future** because we did not decarbonise early enough.

In setting a net zero target for 2035, we cannot predict where technology will be by then to know all the future decarbonisation avenues available to us. However, we have **identified the four biggest opportunities to decarbonise our infrastructure over the next five years**.

That is why we are committing to working with the **Greater South East Energy Hub** to produce feasibility studies in each of the following areas by December 2021:

· **Replacing our Combined Heat and Power Plant with a low carbon alternative**

· **Expanding our renewable energy production** through the creation of an additional solar farm

· **Creating a new sustainable transport hub** with bike storage, showers, public transport infrastructure and solar ports

· **Upgrading of electric vehicle, scooter and bike charging infrastructure**.

These feasibility studies will allow us to appraise the best options and solutions in each of these areas. They will also enable us to estimate the relative costs and benefits (both financial and environmental) of each option. This will give us the necessary data to **make appropriate business cases to the University's Capital Programmes Committee and external funders**, such as the Government's Public Sector Decarbonisation Scheme to obtain the budget to begin to **pay for the necessary capital infrastructure investments by December 2026**.

In prioritising the above feasibility studies, it is important to acknowledge that we are not currently looking to decarbonise our existing district heating system. This is because the current system has at least 15 years left to run and it would create perverse carbon impacts if we replaced it at this time. However, we will **commit to replacing our district heating system with a low-carbon alternative by 2035**. We will also regularly review the advances in technology as they arise, and identify any opportunities to retrofit the existing system to become lower carbon.

Finally, we will **reduce our digital emissions** through progression of the Digital Infrastructure Programme, including realisation of our 'cloud first' principle **by 2024** and commit to being at the forefront of low-carbon computing and software techniques within our research.

AN ENERGY-EFFICIENT CAMPUS

While it's great to invest in cleaner energy infrastructure as outlined above, reducing overall energy consumption is usually the most cost-effective way of saving carbon and reaching net zero. That is why **improving the energy efficiency of our campus** is the absolute bedrock of our net zero action plan.

That is why we will **undertake an initial high-level audit of the energy efficiency of all of our buildings** to identify the most cost-effective ways of reducing our energy consumption by December 2021. We will do this using our current contract with Sussex Estates and Facilities (SEF). We will then take these findings to prioritise a **more detailed audit of the 20% of the most poorly performing buildings by 2023** and complete a detailed investment opportunity analysis of the entire estate by 2030. For each audited building we will calculate:

- how energy efficient it currently is compared to similar buildings of its type

- the specific measures (such as improved insulation, double glazing or underfloor heating) that could make it more energy efficient

- how much the improvement would cost

- how much carbon the improvements would save; and

- the payback period (i.e. how many years would it take for the improvement to pay for itself in reduced energy costs).

We will use this audit information to **make regular business cases for funding for energy efficiency improvements** to our Capital Programmes Committee and external grant funders, e.g. the Public Sector Decarbonisation Scheme so that these improvements can be built into our annual maintenance and project plans each year.

These new investments will help us to build on already planned investments totalling £660,000 to complete the first stage of **upgrading our Building Energy Management Systems** – e.g. automatic heating controls – by August 2022.

We will also **develop a register of minimum environmental product standards** for the furnishings and fixtures that we buy for our estate by December 2022. This will allow us to ensure the optimal energy efficiency of everything from our fridges to our taps. We will commit to using these standards every time that we buy and/or replace a fixture or fitting in our building.

We also want to make any new or refurbished buildings on campus as sustainable as feasibly possible. We already require new buildings to achieve the BREEAM Excellent standard in relation to sustainable construction but want to know if we can go even further. That is why we are going to conduct a review of current environmental building standards and **identify if there is a business case to move beyond BREEAM Excellent environmental construction standards by December 2022**.

Finally, we recognise that the way that we use buildings is as important as the technologies and fabric that we introduce. So, we are investigating how we can **introduce more modern flexible ways of working** – including more remote working – that can help **lower our carbon footprint** by August 2025.

www.sussex.ac.uk/
about/sustainable-
university/policy-and-
strategy/strategy-action-
plan

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Relevant Stakeholders

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Language

English

SUSTAINABILITY STRATEGY ACTION PLAN

UNIVERSITY OF SUSSEX

OBJECTIVE 1: ETHICAL EDUCATORS

Sub-Objective	Action	Co-owner	Target Delivery Date
Students as Partners and Innovators	1. Actively engage students, student societies and the Students' Union on co-delivering the outputs from this strategy and shaping future sustainability policy	University of Sussex Students' Union	August 2021
	2. Recruit recent University of Sussex graduates and current students to be paid members of the university Sustainability Team	Maddison Taylor (Access and Participation Manager, Student Experience)	August 2021
	3. Hold grand challenges and innovation competitions to support our students to create the sustainability solutions of the future	Emily Huns (Head of Careers, Employability and Entrepreneurship)	July 2021
	4. Conduct a review focused of promoting social impact in student entrepreneurship		September 2021
	5. Directly link all of our student careers initiatives to the achievement of the UN Sustainable Development Goals and monitor our impact by 2021		
Sustainability in All Degrees	6. Develop action plans in all schools to deeper embed sustainability in the curriculum	Graeme Pedlingham (Deputy Pro-Vice-Chancellor: Student Experience)	August 2022
	7. Offer a new online interdisciplinary introduction to sustainability certificate course to all first and second-year undergraduate students from August 2022 - enabling each academic school to adapt the content into a school specific 15 credit module in 2023, if appropriate		August 2023
Sustainable Research Practices	8. Further embed sustainability within our research methods and processes	Seb Oliver (Deputy Pro-Vice-Chancellor for Research)	December 2023
	9. Gain LEAF sustainable lab accreditation	Rob Fowler (Deputy Chief Technical Officer)	August 2022
Supporting Equality Diversity & Inclusion	10. Achieve the goals set out in our Equality Diversity and Inclusion Strategy – Inclusive Sussex	DPVC Culture, Equality and Inclusion (following recruitment)	December 2025

OBJECTIVE 2: DECARBONISING THE ECONOMY

Sub-Objective	Action	Co-owner	Target Delivery Date
Net Zero by 2035	1. Set a target of achieving net zero carbon emissions by 2035 with indicative interim targets for 2025 and 2030	Adam Tickell (Vice-Chancellor)	June 2021
	2. Set an annual carbon reduction target in August each year to be monitored as a key performance indicator by Council		August 2022
Excellent Carbon Accounting	3. Put in place more robust carbon accounting practices and achieve Science Based Target Initiative (SBTI) Net Zero Carbon Standard accreditation	Carey Mclaughlin (Assistant Director of Finance)	August 2023
Decarbonised Infrastructure	4. Begin to invest in replacing priority fossil fuel dependent infrastructure with lower carbon alternatives by December 2026. Producing feasibility studies in each of the following areas by December 2021 a. Replacing our Combined Heat and Power Plant with a low carbon alternative b. Expanding our renewable energy production c. Creating a new sustainable transport hub d. Upgrading electric vehicle, scooter and bike charging infrastructure	Robert Hutton (Director of Estates, Facilities and Commercial Services)	December 2021 for feasibility studies and December 2026 for beginning project delivery
	5. Reduce our digital emissions through our IT Network Replacement Project and Cloud-First Policy	Clare Gryce (Deputy Director of ITS)	December 2024
Energy Efficient Campus	6. Improving the energy efficiency of our campus by: a. High level auditing the energy efficiency of all of our estate by December 2021 b. Producing investment opportunity analysis of the 20% of our poorest performing buildings and business cases for improvements by August 2023 c. Upgrading our Building Energy Management Systems – e.g. automatic heating controls – by August 2022 d. Developing minimum environmental product standards for the furnishings and fixtures that we buy for our estate by December 2022. e. Identifying if there is a business case to move beyond BREEAM Excellent environmental construction standards for new buildings by December 2022	Francine Hill (Deputy Director of Estates)	Completion of these commitments by August 2023 – ahead of further analysis and improvements by August 2030
	7. Introducing new more modern flexible ways of working that can reduce our carbon footprint	Rachel Mills (Provost)	August 2025

OBJECTIVE 3: CIVIC LEADERS AND PARTNERS

Sub-Objective	Action	Co-owner	Target Delivery Date
Sustainable Supply Chain	1. Launch a new Sustainable Procurement Principles Framework to help select the suppliers that more closely share our sustainability values	Ian McKee (Assistant Director of Finance)	June 2021
	2. Assess the quality of our sustainable practices against the ISO 20400 Sustainable Procurement Standard by August 2022 and consider what (if any) action is required to make any desired improvements by August 2023 (subject to feasibility review)		August 2023
	3. Investigate the feasibility of applying for Real Living Wage Accreditation		August 2023
Active and Sustainable Commuting	4. Set annual active and sustainable commuting targets	Scott Noble (Head of Service Delivery Estates and Facilities Management))	August 2022
	5. Implement our active and sustainable travel plans in full. This will include: introducing an active travel reward app, promoting cycling and commissioning a feasibility study by August 2021 into the creation of a new sustainable travel hub		August 2025
	6. Reduce the emissions made by car journeys by introducing: more progressive parking charges (subject to equality analysis); ride sharing; and a possible lower cost ultra-low emission vehicle leasing scheme for staff		August 2023
	7. Make all of the University's vehicle fleet ultralow emissions		August 2025
Better Business Travel	8. Introduce a new sustainable business travel policy	Martin Hookham-Simms (Head of International Office)	December 2022
	9. Ensure our contracted Travel Management Company provides the optimal balance between value for money and sustainable travel, consistent with our sustainable business travel policy	Ian McKee (Assistant Director of Finance)	December 2022
	10. Review our video conferencing options and work with staff and students to set annual targets for reducing business travel emissions	Martin Hookham-Simms (Head of International Office)	August 2023
Community and Voluntary Impact	11. Promote an increase in volunteering amongst staff and students - including introducing a new staff volunteering allowance	Matthew Naish (Reward Manager)	August 2021
	12. Identify opportunities to help make our employees homes more sustainable		August 2024
	13. Be active partners in various community sustainability partnerships	Sue Baxter (Director of Innovation and Business Partnerships	Ongoing

OBJECTIVE 4: ENVIRONMENTAL CHAMPIONS

Sub-Objective	Action	Co-owner	Target Delivery Date
50% of Waste Recycled by 2025	1. Set target to recycle 50% of our waste by 2025 (subject to further compositional analysis)	Adam Tickell (Vice-Chancellor)	June 2021 to set targets and August 2025 to achieve them
	2. Set target to reduce the volume of weight produced per student by 10% by 2025		
	3. Set annual recycling targets for all of our waste streams	Scott Noble (Head of Service Delivery Estates and Facilities Management)	August 2022
	4. Tender our waste contracts, ensuring appropriate recycling targets and innovation are included within them		December 2022
	5. Review of our current bin numbers, locations and signage		December 2021
	6. Launch a waste and recycling communications and engagement plan by August 2022 that will enable us to recruit a network of waste champions to help support and promote recycling and create behaviour change		August 2022
	7. Produce policies on plastic and project waste reduction		December 2022
Responsible Food and Water Production and Consumption	8. Introduce four new sustainable food priorities that encourage: a) sourcing fresh produce from local suppliers; b) better consumer information on food sustainability; c) an increase in net zero cafes; and d) a reduction in meat consumption	Helen Power-Hosking (Head of Commercial Services)	August 2023
	9. Active support for sustainable food production and distribution on campus including the continued redistribution of surplus food		Ongoing
	10. Conduct a strategic review of options to improve water sustainability and set water consumption targets	Rachel Mills (Provost)	August 2024
Biodiverse Campus	11. Publish our draft biodiversity policy	Rachel Mills (Provost)	August 2021
	12. Hold a Big Biodiversity Conversation from January 2022 to agree our target for setting aside either 30%, 40% or 50% of the land on campus for nature		January 2022
Behaviour Changers	13. Engage every member of staff, students – and where appropriate community members – in bringing our sustainability vision and strategy to life	James Hakner (Senior Communications Manager)	August 2021

Sharing Rights

Public

☑ Water

Type

Statement

Relevant Stakeholders

University of Sussex

Purpose

Water Management

Title

Targets related to water

Contributors

Katerina Psarikidou, Alejandro Luna

Date

June 28, 2024

Description

The Sustainable Water Management Policy builds on our Sustainability Strategy commitment to support the sustainable production and consumption of water on campus by improving water management and setting out guiding principles for managing water assets on campus (see attached object 4). We also publish our annual water consumption in our performance dashboard Annual Sustainability Report Performance Dashboard : https://www.sussex.ac.uk/about/sustainable-university/performance/annual-reports/dashboard Our Sustainability Strategy Action plan commits us to setting water consumption targets by August 2024 and works are underway to establish an Environmental Management System which will include aspects of water

SUSTAINABLE WATER MANAGEMENT POLICY

US

UNIVERSITY
OF SUSSEX

SUSTAINABLE WATER MANAGEMENT POLICY

1. OVERVIEW AND PURPOSE

1.1. Climate change and population growth are putting increasing pressure on the water sector in England. This is particularly true in the south and to the University, which sits within an area determined by the Environment Agency to be an area of serious water stress.[1]

1.2. In 2021, the University adopted a new **Sustainability Strategy** which, in acknowledgment of the importance of water as a natural resource, made a commitment to support the sustainable production and consumption of water on campus.

1.3. This Policy builds on that commitment, seeking to reduce water use by improving water management and setting out the guiding principles which must be followed when considering and managing water assets on campus.

1.4. The Policy will be reviewed every three years to ensure it reflects best practice and processes.

2. SCOPE

2.1. This Policy applies to all water management activities taking place both on campus and in University owned buildings.

2.2. This policy does not deal with matters of water safety. These are set out in the Estates **Water Safety Plan**, and are therefore not duplicated here.

3. RESPONSIBILITIES

3.1. DIRECTOR OF ESTATES, FACILITIES AND COMMERCIAL SERVICES

3.1.1. The Director of Estates, Facilities and Commercial Services will be held accountable for delivering the policy and has responsibility for ensuring:

- staff in their division understand when the Policy applies to them, and how they action the Policy

- their staff comply with the Policy

- budget is available to deliver the Policy.

3.2. SUSTAINABILITY MANAGER

3.2.1 The Sustainability Manager has responsibility for:

- creating, reviewing and amending the University's Water Management Policy

- publishing and promoting the Policy to the University, including:

  – information about water use in student welcome packs

  – integrating water saving into Sustainability Champions schemes

  – compliance with our Trade Effluent Agreements regarding what we dispose of via the drains.

- overseeing the delivery of any additional metering required to align with the Policy

- ensuring trade effluent consents are up to date

- reporting the amount of water we use at least annually as part of our Annual Sustainability Report.

3.3. HEAD OF HEALTH AND SAFETY

3.3.1 The Head of Health and Safety has responsibility for ensuring the relevant Health and Safety Policy and related documentation and guidance is up to date and communicated across the organisation.

[1] https://www.gov.uk/government/publications/water-stressed-areas-2021-classification

4. POLICY

4.1. PRIORITISE REDUCTIONS IN HOT WATER USE

4.1.1. We will prioritise and target hot water use in order to both reduce our water consumption and our energy consumption, delivering greater carbon and financial savings.

4.1.2. Although we wish to take action to reduce all water use, realistically we will need to prioritise where work is focused at first.[2]

4.2. MONITOR AND MEASURE WATER CONSUMPTION

4.2.1. We will improve the Automatic Meter Readings (AMR) metering across our estate, both on and off campus, to ensure we have a building level understanding of our water consumption, and can identify water leaks and wastage.

4.2.2. We will meter rainwater harvesting and grey water systems to ensure we understand how much water we are reusing.

4.2.3. We will monitor water consumption using a profile alerts platform, alerting us when water use changes from expected levels due to a leak, or change in user behaviour or equipment.

4.2.4. We will benchmark water use across the University to be able to prioritise interventions and corrective actions in buildings with higher water use level.
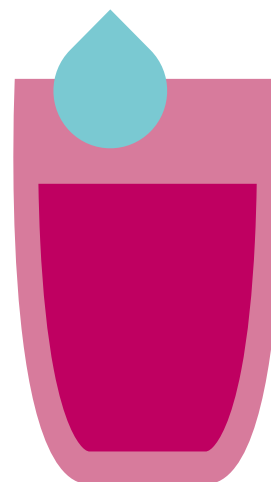
4.3. MINIMISE WATER CONSUMPTION

We will minimise the water we consume by:

4.3.1. Managing the legionella risk

4.3.1.1. The University is committed to ensuring the management of legionella on campus to safeguard its staff, students and visitors to site. A separate Water Safety Plan is in place that details how the University manages legionella risk. In order to ensure no risk of legionella, all campus water systems are flushed regularly. Although a safe and approved management technique, it causes significant water losses every day.

4.3.1.2. We will seek to address this issue, and negate the need for daily water flushes. We will explore all possible solutions including the option of installing a poly-pipe network inside the existing pipe system.

4.3.1.3. The solution will be assessed on a whole life cost basis, and actioned if the management of legionella remains at acceptable, safe and compliant levels, and value for money can be achieved.

4.3.2. Delivering best practice maintenance

4.3.2.1. We will ensure that all water meters, fixtures and fittings are maintained in-line with manufacturers' recommendations, and comply with all statutory requirements relating to their installation, testing, maintenance and decommissioning.

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[2] In 2021/22, water usage was directly associated with only 0.11% of the University's carbon emissions, which doesn't account for additional emissions associated with heating water, which will be far greater than those from the supply of water itself.

4.3.3. Proactive and rapid leak response

4.3.3.1. When an increase in water consumption is detected, we will respond promptly to investigate if further action should be taken.

4.3.3.2. All significant leaks (eg large bore high volume pipes, pressurised systems) will be isolated within 24 hours and repaired as quickly as possible.

4.3.3.3. The Facilities Team will respond to all reports of water wastage such as dripping taps within a maximum of 10 days.

4.3.3.4. We will ensure the integrity of the water distribution mains is being maintained by carrying out non-intrusive leak detection surveys at five yearly intervals, and repairing any leaks found.

4.3.4. Achieving the highest practicable water efficiency standards for our fixtures and fittings, and water consuming equipment

4.3.4.1. We will not install new baths in residences, unless there is a proven accessibility requirement to do so.

4.3.4.2. When replacing or specifying fixtures and fittings, we will work to the following minimum flow rates:

Minimum flow rates	
WC	3.75 litres effective flush volume
Hand wash basin taps	3.75 litres/min
Showers	4 litres/min
Urinal	0.75 litres/bowl/hour
Kitchen tap: kitchenette	5 litres/min
Kitchen taps: restaurant (pre-rinse nozzles only)	6.3 litres/min
Domestic sized dishwashers	11 litres/cycle
Domestic sized washing machines	35 litres/use
Commercial sized dishwashers	4 litres/rack
Commercial or industrial sized washing machines	5 litres/kg

4.3.4.3. However, we will seek to better these when possible, testing and when successful rolling out new technologies and solutions.

4.3.4.4. In any buildings where it is not possible to achieve these flow rates, we will select as efficient fixtures and fittings as we can achieve.

4.3.4.5. We will continue to work to achieve LEAF (Laboratory Efficiency Assessment Framework) standards to ensure our laboratories reduce their environmental impact, including water use.

4.3.5. Applying of building standards to minimise water usage

4.3.5.1. We already require a BREEAM rating of 'Excellent' as a minimum for new builds, but to ensure we deliver high environmental standards in all works we will create a standards guide which will include water practice.

4.3.5.2. The guide will reflect the principles set out in the Policy and will take a whole life approach, assessing the value for money of building and construction interventions against operational water savings over their lifetime.

4.3.6. Communicating water conservation messages

4.3.6.1. We will promote and engage staff and students so they understand the value of water, and take action to minimise use on and off campus.

4.4. MANAGE OUR WASTE WATER AND MAXIMISE REUSE

4.4.1. Surface water run off

4.4.1.1. Surface water run off is a known issue across campus, with measures in place to prevent water ingress into buildings during or immediately after heavy rain.

4.4.1.2. We will investigate and deliver improvements to resolve this situation, including Sustainable Urban Drainage System (SuDS) and the potential of using permeable surfaces, when delivering any new builds or significant refurbishment.

4.4.1.3. When considering SuDS, they will be designed to deliver an increase of biodiversity, habitat creation and local cooling.

4.4.2. Foul water discharge

4.4.2.1. We will ensure that the University foul sewerage network is maintained to high standard.

4.4.2.2. We will identify where surface water may be entering the foul water drainage system, and take action to prevent this.
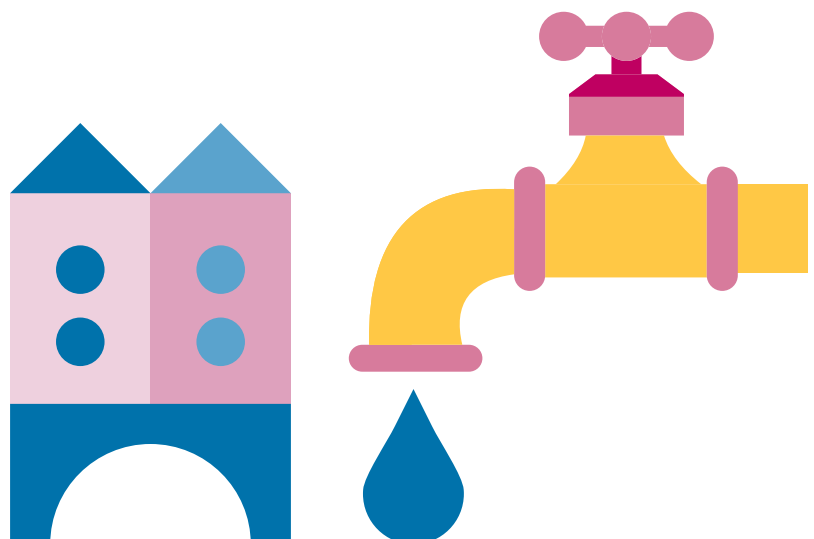
4.4.2.3. We will install AMR meters to actively monitor the foul water leaving the site to add to our understanding of our water systems.

4.4.2.4. The meters will be connected to the profile alerts platform, alerting us when water use changes from expected levels.

4.4.3. Maximise water reuse across the university

4.4.3.1. We will continue to assess the suitability and cost-effectiveness of water efficiency technologies such as grey water and rainwater harvesting systems with the aim of wider scale adoption across the estate.

4.4.3.2. When delivering new buildings or significant refurbishments we will aim for a minimum of 50% of WC and urinal flushing demand to be met using recycled non-potable water.

4.5.   PREVENTING WATER SYSTEM POLLUTION

4.5.1.   We will ensure water discharges do not negatively impact water quality (potable, freshwater or marine), in order to protect ecosystems, wildlife or human health and welfare. We will achieve this through the following:

4.5.2.   Maintain trade effluent agreements

4.5.2.1. We will not allow any disposal of liquids via external surface drains or directly into water courses.

4.5.2.2. We will undertake yearly reviews of existing trade effluent agreements to ensure they are up to date with current processes being undertaken across campus.

4.5.2.3. We will ensure records for trade effluent consents are up to date, updating consents where changes in use/new buildings result in changes to where and what type of trade effluent is discharged by the University.

4.5.3.   Ensure emergency spill procedures are fit for purpose and followed

4.5.3.1. We will ensure our emergency spill procedures are reviewed, tested and communicated regularly to maintain compliance.

5. LEGISLATION

5.1.1.   A non-exhaustive list of the water related legislation that the University must comply with are set out below:

- **Water Industry Act 1991**

- **Environmental Permitting (England and Wales) Regulations SI 2016/1154**

- **Anti-Pollution Works Regulations SI 1999/1006**

- **Water Supply (Water Fittings) Regulations SI 1999/1148**

- **Water Resources Act 1991**

GLOSSARY

Automatic Meter Readings (AMR) metering	Automatic Meter Reading (AMR) is a technology used to automatically collect consumption, diagnostic and status data from gas, electricity or water metering devices. The AMR then transfers this data to a central database for billing, troubleshooting and analysis
BREEAM	BREEAM stands for Building Research Establishment Environmental Assessment Method. It is a widely adopted system for assessing and certifying the sustainable credentials of a building.
Greywater	Greywater is wastewater from non-toilet plumbing systems such as hand basins, washing machines, showers and baths.
Potable water	Potable water is water that has been treated and can be drunk or used in food preparation.
Rainwater harvesting	Rainwater harvesting is the collection and storage of rainwater that would otherwise flow down gutters into the drain. Rainwater is collected for the purpose of re-use. Re-use purpose can vary, from simple systems to collect water, to water gardens, to more complex systems where the water is used to flush toilets.
Sustainable drainage systems	Sustainable Drainage Systems (SuDS) are drainage solutions that provide an alternative to the direct channelling of surface water through networks of pipes and sewers. SuDS work by slowing and holding back the water that runs off from a site, allowing natural processes to break down pollutants. They offer a natural approach to managing rainfall and run off by providing a method for allowing surface water drainage to be collected, stored and released in to the natural environment (ponds, watercourses, the ground) over a period of time helping to prevent the surface water system being overwhelmed and reducing risk of local flooding as a result.
Trade effluent	Trade effluent is any liquid waste (effluent), other than surface water and domestic sewage that is discharged from premises being used for a business, trade or industrial process.
Trade effluent agreement	An agreement between the University and the water supplier about what is acceptable for us to dispose of via the drains.

Review/Contacts/References	
Policy title:	Sustainable Water Management Policy
Date approved:	27 June 2023
Approving body:	Vice-Chancellor via the University Executive Group
Last review date:	27 June 2023
Revision history:	Version 1: June 2023
Next review date:	June 2025
Related internal policies, procedures, guidance:	**Sustainability Strategy** **Estates Water Safety Plan** **Biodiversity Policy** **Grounds Management Plan** **Legionella Safety Management Procedure**
Policy owner:	Estates, Facilities and Commercial Services
Lead contact/author:	Sustainability Manager

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

Language

English

Sharing Rights

Public

Type

Statement

Relevant Stakeholders

University of Sussex

Purpose

Sustainability Strategy

Title

Targets related to water

Contributors

Katerina Psarikidou, Alejandro Luna

Date

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Language

English

SUSTAINABILITY STRATEGY ACTION PLAN

UNIVERSITY OF SUSSEX

OBJECTIVE 1: ETHICAL EDUCATORS

Sub-Objective	Action	Co-owner	Target Delivery Date
Students as Partners and Innovators	1. Actively engage students, student societies and the Students' Union on co-delivering the outputs from this strategy and shaping future sustainability policy	University of Sussex Students' Union	August 2021
	2. Recruit recent University of Sussex graduates and current students to be paid members of the university Sustainability Team	Maddison Taylor (Access and Participation Manager, Student Experience)	August 2021
	3. Hold grand challenges and innovation competitions to support our students to create the sustainability solutions of the future	Emily Huns (Head of Careers, Employability and Entrepreneurship)	July 2021
	4. Conduct a review focused of promoting social impact in student entrepreneurship		September 2021
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Sharing Rights

Public

☑ Buildings/real estate

object-id-1351

Type

Statement

Relevant Stakeholders

University of Sussex

Purpose

Energy Efficient Campus

Title

Targets for building/real estate construction or use

Contributors

Katerina Psarikidou, Alejandro Luna

Date

June 28, 2024

Description

We are committed to improving the energy efficiency of our buildings and want to make any new or refurbished buildings on campus as sustainable as feasibly possible. We already require new buildings to achieve the BREEAM Excellent standard in relation to sustainable construction and through our new Sustainability Programme, we will be setting new environmental standards for new builds and refurbishments, and creating accompanying design guides: https://www.sussex.ac.uk/about/sustainable-university/policy-and-strategy/strategy/decarbonising-the-economy/energy-efficient-campus

Language

English

Energy-efficient campus

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

While it's great to invest in cleaner energy infrastructure as outlined above, reducing overall energy consumption is usually the most cost-effective way of saving carbon and reaching net zero. That is why improving the energy efficiency of our campus is the absolute bedrock of our net zero action plan.

That is why we will undertake an initial high-level audit of the energy efficiency of all of our buildings to identify the most cost-effective ways of reducing our energy consumption by December 2021. We will do this using our current contract with Sussex Estates and Facilities (SEF). We will then take these findings to prioritise a more detailed audit of the 20% of the most poorly performing buildings by 2023 and complete a detailed investment opportunity analysis of the entire estate by 2030. For each audited building we will calculate:

- how energy efficient it currently is compared to similar buildings of its type
- the specific measures (such as improved insulation, double glazing or underfloor heating) that could make it more energy efficient
- how much the improvement would cost
- how much carbon the improvements would save; and
- the payback period (i.e. how many years would it take for the improvement to pay for itself in reduced energy costs).

We will use this audit information to make regular business cases for funding for energy efficiency improvements to our Capital Programmes Committee and external grant funders, e.g. the Public Sector Decarbonisation Scheme so that these improvements can be built into our annual maintenance and project plans each year.

These new investments will help us to build on already planned investments totalling £660,000 to complete the first stage of upgrading our Building Energy Management Systems – e.g. automatic heating controls by summer 2024.

We will also develop a register of minimum environmental product standards for the furnishings and fixtures that we buy for our estate by December 2022. This will allow us to ensure the optimal energy efficiency of everything from our fridges to our taps. We will commit to using these standards every time that we buy and/or replace a fixture or fitting in our building.

We also want to make any new or refurbished buildings on campus as sustainable as feasibly possible. We already require new buildings to achieve the BREEAM Excellent standard in relation to sustainable construction and through our new Sustainability Programme, we will be setting new environmental standards for new builds and refurbishments, and creating accompanying design guides by October 2024. This would allow us to set the highest achievable environmental and energy standards for a campus of our size, age and complexity.

Finally, we recognise that the way that we use buildings is as important as the technologies and fabric that we introduce. So, we are investigating how we can introduce more modern flexible ways of working – including more remote working – that can help lower our carbon footprint by August 2025.

Sharing Rights

Public

☑ Internal transportation

Type

Statement

Relevant Stakeholders

University of Sussex

Purpose

Active and Sustainable Commuting

Title

Targets for local staff/ student/faculty transportation

Contributors

Katerina Psarikidou, Alejandro Luna

Date

June 28, 2024

Description

Our active and sustainable travel plan contains three strategic goals: - promoting active travel - promoting decarbonised public transport - reducing fossil fuel dependent car journeys. See also attached object 6. We have recently recruited a Sustainable Travel Advisor who will be supporting the implementation of these goals.

Language

English

Sharing Rights

Public

ACTIVE AND SUSTAINABLE COMMUTING POLICY

UNIVERSITY
OF SUSSEX

ACTIVE AND SUSTAINABLE COMMUTING POLICY

This is the official University of Sussex policy on active and sustainable travel and commuting. It replaces previous policy documents on this topic.

PURPOSE

This policy document is designed to provide further guidance and guiding principles on promoting active and sustainable commuting, to enable us to realise our strategic commitments around travel as set out in **Sustainable Sussex**, the University of Sussex Sustainability Strategy and **Action Plan**.

Ultimately, it is intended to help us realise our vision of being one of the most sustainable universities in the world, by reducing our carbon emissions from transport, whilst supporting staff and student health and wellbeing and that of our local community through reduced air pollution and better health outcomes.

OBJECTIVES

I.   To set new annual active and sustainable commuting targets each year by 2025.

II. To incentivise active and sustainable travel – including cycling.

III. To reduce the emissions made by car journeys.

IV. To make all of the University's vehicle fleet ultra-low emissions by August 2025.

V.   To review and optimise all signage, cycle lanes and pedestrian paths on campus and commission a feasibility study into the creation of an active and sustainable travel hub.

VI. To continue to work with our local strategic partners to improve the sustainability, decarbonisation, affordability, safety and quality of public transport to and from campus and across Brighton and Hove.

VII. To support remote working through our new **Remote Working Framework**, reducing the need to commute to and from campus in some instances where appropriate.

GUIDING PRINCIPLES

1. RESULTS DRIVEN:
We, as an institution, will set and measure progress against annual targets for more active and sustainable commuting by 2025. These targets are likely to include but will not be restricted to the following:

a) walking/running

b) cycling/E-bike

c) ultra-low emission vehicle (ULEV) car journeys

d) ride-sharing/carpools

e) bus

f) train.

2. REWARDS FOCUSED:
The University will continue to provide a competitive package of staff and student rewards and benefits to encourage the uptake of more active and sustainable commuting choices. This includes the provision of:

a) an active and sustainable travel rewards scheme, where staff and students receive financial rewards for sustainable travel choices (currently **'EcoGo'**)

b) a **Cycle to Work scheme** – which now includes electric bikes

c) a 10% annual discount for use of the **Brighton Bike Share scheme**

d) cycle trains, cycle safety and maintenance support to encourage more staff and students to cycle to campus in a safer manner

e) staff discounts on public transport, including through the **Easit scheme**.

3. DECARBONISING CAR JOURNEYS:

We are working hard to support our staff who need to make journeys by car to do this in the most sustainable way possible. We will do this in the following ways:

a) introducing progressive parking charges where cleaner vehicle users pay less – subject to a full equality analysis by September 2025

b) encouraging ride sharing where feasible – including exploring opportunities to work with the University of Brighton to create a shared carpool for our neighbouring campuses

c) investigating creating a new ultra-low emission vehicle (ULEV) leasing scheme for staff, based on salary sacrifice (like our Cycle to Work scheme), which would make it cheaper to drive an ULEV on account of tax benefits, by September 2023

d) making all of the University's vehicle fleet ultra-low emissions by 2025 by only procuring and leasing new vehicles that are ULEVs.

4. UPGRADED INFRASTRUCTURE:

We will continue to provide and improve our active and sustainable commuting infrastructure. This includes:

a) continuing to provide a good range of pedestrian pathways, cycle lanes, cycle racks, bus stops, access to the railway station and electric vehicle charging infrastructure

b) reviewing and optimising all signage, cycle lanes and pedestrian paths on campus for a substantial increase in sustainable travel by August 2025

c) commissioning a feasibility study into the creation of a new sustainable travel hub to improve cycling and public transport infrastructure

d) conducting a further feasibility study into upgrading electric vehicle, scooter and bike charging infrastructure.

5. CIVICALLY ENGAGED:

We will continue to work closely with local strategic partners, including Brighton and Hove City Council, to promote a city- and region-wide approach to active and sustainable commuting. This includes but is not restricted to:

a) continuing to prioritise pedestrian access to campus over car journeys

b) lobbying for an upgrade to cycle lane infrastructure to campus

c) supporting work to decarbonise rail and bus travel to and from campus with local operators

d) working collegiately in joint campaigns and funding bids to promote safe, affordable, active and sustainable travel in the region

e) providing academic advice and research support where possible.

6. EQUAL AND INCLUSIVE:

We understand that the way that people need to travel varies from person to person and is affected by a number of factors including gender, disability and income. We are committed to making our travel policies work for everyone. We will do this by:

a) conducting equality analysis as standard – including detailed engagement with groups who have protected characteristics as defined by the Equality Act 2010 ahead of setting a new progressive parking policy

b) adhering to good practice accessible design when creating new transport related infrastructure on campus – using appropriate standards.

7. DATA LED:

We will make factual evidence-based decisions on active and sustainable travel using the best performance data possible. This will include but not be limited to:

a) conducting annual travel surveys to better understand travel behaviour and patterns amongst students and staff

b) regularly reviewing, analysing and reporting on number of trips, users, mileage and carbon emissions saved, through a reporting dashboard as part of our contract with **BetterPoints** and our active travel rewards scheme, **EcoGo**

c) sharing data insights with key stakeholders that can help to inform wider local, regional and national travel plans as appropriate.

8. INNOVATIVE:

We strive to be at the forefront of low-carbon travel and transport innovation. We will do this through some of the following:

a) researching and implementing best practice around low-carbon travel

b) promoting innovation in the space of low-carbon inclusive travel within our student innovation competitions/grand challenges (such as our Pitch for the Planet competition) and wider research projects, methods and lab practices – including use of app-based and tech solutions to incentivise active and sustainable travel.

9. EVERYONE ENGAGED:

Minimising carbon emissions of personal and professional life, including travel and transport, is our collective responsibility. We will engage as many people on campus as possible in realising our policy in the following ways:

a) educating staff and students on travel options and climate conscious commuting through Welcome Week events, staff inductions and sustainability webinars and road shows

b) recruiting a network of travel champions to help support and promote safer, active and sustainable travel and to take part in critical mass cycle trains

c) engaging students in competitions to help make the University a better, safer and healthier campus to travel around, such as through Love to Ride and the Move for Change Workplace Challenge.

10. EXTENDED TO THE SUPPLY CHAIN:

We will encourage the promotion of our active and sustainable travel values and principles as set out in this policy document with our supply chain where appropriate. We will do this through our **Ethical and Sustainable Procurement Principles Framework** that helps to guide the selection of our suppliers.

Exclusions

Please note that this policy document does not include business travel, which will be the subject of a separate policy document.

GLOSSARY

Active travel refers to journeys being made by physically active means, such as walking, cycling and wheeling. Active travel brings environmental, health and economic benefits by reducing emissions, congestion, air and noise pollution; improving health and wellbeing; contributing to economic performance and resulting in financial savings.

A **Bike Share scheme** is a shared, public transport service in which bicycles are pooled for multiple users and made available for shared use to individuals on a short-term basis for a price or free. Many bike share systems allow people to borrow a bike from a 'dock' and return it at another dock belonging to the same system.

The **Cycle to Work Scheme** is a UK Government-backed initiative that enables an employee to obtain a bike and/or cycling accessories to use for riding to work whilst making tax and National Insurance savings from their gross pay.

Decarbonisation is the reduction of carbon dioxide emissions through the use of low-carbon power sources, achieving a lower output of greenhouse gasses into the atmosphere. Reducing the amount of carbon dioxide occurring as a result of transport and power generation is essential to meet global temperature standards set by the Paris Agreement and UK Government.

An **Equality Analysis** is a way of systematically and thoroughly assessing, and consulting on, the effects that a service or policy is likely to have on groups/individuals with one or many of the protected characteristics and whether this may put them at an unfair disadvantage. The main purpose of an equality analysis is to pre-empt the possibility that any proposed policy could affect some groups unfavourably. If appropriate, steps are taken to avoid this happening.

A **feasibility study** is an assessment of the practicality of a proposed project plan or method and an analysis that considers all of a project's relevant factors – including economic, technical, legal, operational and time feasibility considerations – to ascertain the likelihood of completing the project successfully.

Progressive parking policies aim to tackle parking challenges, not merely by building more parking, but instead through better parking management. This can include:

- managing parking demand and freeing up parking spaces for those who have the greatest need
- maximising available parking capacity and reducing the amount of circulating traffic
- increasing accessibility
- discouraging unnecessary use of private cars while encouraging sustainable travel
- ensuring parking management is consistent with the University's and Council's other transport, economic and environmental policies.

GLOSSARY

Ride-sharing is an arrangement in which a passenger travels usually in a private vehicle driven by its owner, free or for a fee, especially as arranged by means of a website or app.

Salary sacrifice is where an employee agrees to give up part of their pre-tax salary in exchange for a benefit from their employer, in the case of our Cycle to Work scheme, the hire of a cycle for active travel and/or safety equipment. The salary sacrifice enables an employee to pay back the loan from gross rather than net pay for the hire period, allowing them to benefit from income tax and NI relief which is where savings are accrued.

Sustainable travel supports the idea of conscious travel and being mindful of how our individual actions affect others and minimising the negative environmental impacts. A **sustainable travel hierarchy** is a useful tool to visualise the impact of journeys and help individuals make informed choices. The higher up the hierarchy, the more sustainable and greener the travel option. The most sustainable option, classed as active travel, is walking, followed by cycling and wheeling which require none or some equipment.

The Equality Act 2010 is an **Act of Parliament** legally protecting people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, consolidating, updating and supplementing the numerous prior Acts and Regulations that previously formed the basis of anti-discrimination law.

Ultra-low emission vehicle (ULEV) is the term used to describe any vehicle that:

• uses low-carbon technologies
• is currently defined as emitting less than 75 grams of CO_2 per kilometre (g/km) from the exhaust. These are listed by the UK Government's **Vehicle Certification Agency**.

ULEVs range from pure electric vehicles and fuel cell electric vehicles, to plug-in hybrids and extended range electric vehicles. Pure electric vehicles, and other plug in electric vehicles when driving in the electric mode, produce no exhaust CO_2 or pollution, are cheaper to run than conventional vehicles and can attract financial incentives.

Review/Contacts/References	
Policy title:	Active and Sustainable Commuting Policy
Date approved:	November 2021
Approving body:	Vice-Chancellor via the University Executive Group
Last review date:	27 June 2023
Revision history:	Version 2: June 2023 Version 1: November 2021
Next review date:	June 2025
Related internal policies, procedures, guidance:	**Sustainability Strategy Sustainability Policies Sustainability Strategy Action Plan**
Policy owner:	Estates, Facilities and Commercial Services
Lead contact/author:	Sustainability Manager

☑ Travel

Type

Statement

Relevant Stakeholders

University of Sussex

Purpose

Education

Title

Targets related to travel

Contributors

Katerina Psarikidou,
Alejandro Luna

Date

June 30, 2024

Description

Targets related to travel

Language

English

Sharing Rights

Private

☑ Employee equity, diversity, inclusion

Type

Statement

Relevant Stakeholders

University of Sussex Staff

Purpose

Achieving EDI goals and objectives

Title

Targets related to employee (including faculty) equity, diversity, inclusion

Contributors

Madina Tash

Date

July 3, 2024

Description

Overall the University has set the following objectives: To halve the gender pay gap by 2024. To achieve a year on year improvement in the percentage of staff who believe that the University is committed to Equality, Diversity and Inclusion To hold a Race Equality Charter award by 2025 To become a Top 100 Employer in the Stonewall Workplace Equality Index by 2025 To become a Disability Confident Leader by 2025 To hold an Institutional Athena SWAN award and for all Schools to hold Athena Swan awards

Language

British English

Sharing Rights

PRME Community

Type

Statement

Relevant Stakeholders

University of Sussex Staff

Purpose

Achieving EDI goals and objectives

Title

Targets related to employee EDI (disability)

Contributors

Madina Tash

Date

July 3, 2024

Description

The University of Sussex joined Disability Confident at level 1 (Committed) in May 2019, achieved Level 2 (Employer) in 2021, with the aim of becoming a Disability Confident Leader by 2025. The Disability Confident scheme supports employers to make the most of the talents disabled people can bring to the workplace. The scheme aims to help employers successfully recruit and retain disabled people and those with health conditions. Disability Confident organisations play a leading role in changing attitudes for the better. By becoming an exemplar and advisor to other employers, we will enable our staff to improve their choices and the access they have in their own workplace. The scheme has three levels of maturity – committed, employer and leader – and our aim is to become a Disability Confident Leader by 2025. We need to evaluate ourselves as an employer and actively challenge ourselves to remove barriers to demonstrate what we are asking of others by

example. In addition to Disability Confident, the University is a registered member of the Business Disability Forum (BDF), a not-for-profit organisation that makes it easier and more rewarding to do business with and employ disabled people. Through its partnership with it members, the BDF aims to empower organisations to become fully accessible for disabled customers and employees.

Language

British English

Sharing Rights

PRME Community

Type

Statement

Relevant Stakeholders

University of Sussex Staff

Purpose

Achieving EDI goals and objectives

Title

Targets related to employee (including faculty) equity, diversity, inclusion - Gender

Contributors

Madina Tash

Date

July 3, 2024

Description

The University holds an Athena SWAN Institutional Bronze award alongside School level awards for all of our STEMM Schools. Our aim is for all Schools to hold an Athena SWAN award by 2025. Our institutional action plan [PDF 200KB] now covers all gender equality actions in a single place, including our gender pay gap action plan.

Language

British English

Sharing Rights

PRME Community

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
3.1 Self-Assessment								
1	AS SAT to ensure that all University level reviews collect data on gender to allow analysis of the findings and results for any gender differences.	3.(ii) P25	Some University reviews/consultations have not collected responses by gender which means that gendered differences in experiences cannot be identified.	H	SAT to be represented on Staff Survey Steering group and other relevant consultation groups.	Jan-21	AS SAT	All qualitative consultation data to be analysed for gendered differences
2	To extend the membership of the SAT to ensure representation from all AHSSBL Schools	3.(iii) P27	The SAT currently has representation from 3 AHSSBL Schools but no representation from Law, Politics & Sociology or Global Studies. This will encourage progress towards our target of all Schools having an award by 2025	H	Commitment from HoS in LPS and Global studies to identifying School AS lead.	Jun-21	Provost HoS AS SAT	All Schools to have representation on SAT.
3	Agree a calendar for School applications (including renewals) to plan for support for School SATs by providing data and best practice advice	3.(iii) P27	We have a target in our EDI strategy that all Schools will have an award by 2025. In order to manage resources, we will develop a plan for all applications and renewals up to 2025.	M	Targets for School applications agreed with HoSs.	Jun-21	AS SAT Head of EDI Unit HoS	All Schools to have an award by 2025.
4	Establish a shared best practice resource for use by School SATs	3.(iii) P27	We have a wealth of experience and School-level initiatives that are shared on an ad hoc basis amongst SAT members. Also the Head of the EDI Unit provides guidance to individual Schools. We are seeking to establish a series of web resources to guide Schools in their AS applications.	M	Inventory of best practice from School applications.	Jan-23	Head of EDI Unit AS SAT	Web resource published.
4.1 Academic and Research Staff								

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
5	Conduct survey of career trajectories for researchers with carer responsibilities to understand the impact of the measures introduced through the carers' toolkit	4.1.(iii) P38	We have anecdotal evidence from our Carers' network that carers (statistically more likely to be women) find it harder to prioritise the time needed for research and experience barriers in developing their careers.	M	(a) conduct survey and review outcomes (b) identify revised or additional measure(s) to include in the carers' toolkit	Apr 23 Sep 23	Research Staff Officer	75% of survey respondents agree that they have been effectively supported to develop their career.
6	Improve the process for collecting feedback from staff who leave the University to understand whether gender inequality is a contributory factor.	4.1.(iv) P45	Overall it is not clear whether there are any gender related trends within our pattern of leavers and we do not collect data on the reasons for staff leaving Sussex. We introduced an exit questionnaire in August 2019 in order to gain further insight and data from this will be used to assess any gender differences, e.g. if higher proportions of men are leaving for higher-level jobs or if staff are leaving due to gender-related issues. Based on our turnover rates we will need two years' data to be able to identify significant trends.	M	(a) Complete analysis of exit questionnaires when we have enough data to understand trends. (b) AS SAT to agree whether a working group required to gain more detailed feedback (c) Recommendations from working group published	Jun 22 Dec 22 Dec 23	AD HR	(a) Growth in response rates on exit questionnaires and quantitative data. (b) Understanding of the cause of any gender differences in the turnover rates of staff within the University

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
7	Review the grade 10 equal pay data to understand the equal pay issue to address including a review of the current pay framework for grade 10	4.1.(v) P47	Our mean gender pay gap is 22.5% (March 2020). We have a target to halve our mean gender pay gap by 2025 (target is 10.4%). We have identified the gender balance in the top quartile (37%F) as a major contributor to our gender pay gap. Under-representation of female academics at grade 10 is the key driver in this pay quartile, in particular at grade 10 band A. As part of our gender pay gap reporting, we have started to undertake annual equal pay reviews. Our most recent figures show a slight pay gap at grade 10 band A (2019 equal pay review) and this will also be contributing to our gender pay gap. We understand that different disciplines operate in different markets and that in grade 10 band A we have a wide range of jobs beyond the academic roles such as the senior executive. We will take this into account in our detailed analysis of grade 10 band A	H	(a) Complete analysis of grade 10 pay (b) Publish definitions of grade 10 pay bandings	Apr 21 Sep 21	Reward Manager	Increased female representation in grade 10 band A will reduce the equal pay gap at grade 10 and the overall gender pay gap. Target 3% increase in F at grade 10 A by 2024. **The target increase reflects low turnover rates and potential for cancellation of discretionary pay rounds which would move existing staff through the pay bands at grade 10 & recruitment freezes due to COVID-19 which may bring new staff in at this grade.**

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
8	Publish intersectional pay gap data in relation to ethnicity and gender	4.1.(v) P47	There is an under-representation of women in academic grades 9 and 10. The representation of BAME academic staff is evenly distributed in the lower grades but drops off in the highest paid roles. Both of these factors contribute to pay gaps in these demographics. We therefore need to explore the impact of two similar trends on female BAME academics.	M	(a) Launch self service portal to allow all staff to enter and update their protected characteristics

(b) Use data as at 31 March 2022 once portal has been in operation for over 12 months to calculate pay gap data with gender and ethnicity

(c) Publish data as part of pay gap reporting | Jan 21

Jul 22

Mar 23 | Head of EDI Unit | Analysis of the causes if any significant pay gap is identified for female BAME academics will be conducted jointly with the REC SAT and to agree whether any new targeted actions are required. We will baseline against this data and set any target for reduction if required. |

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
9	Review guidance on starting salaries to reduce unconscious gender bias in these decisions	4.1.(v) P48	A contributor to the gender pay gap and the equal pay gap at grade 10 may be the fact that women are negotiating lower starting salaries than men, especially in the top grades. By developing guidance on starting salary, any possible unconscious bias which results in men being appointed on higher starting salaries than women will be reduced. We will also remove current pay on application forms which can lead to unconscious bias based on previous remuneration. Negotiation of starting salary will be within clear guidelines that take account of disciplinary differences in pay.	H	(a) Publish guidance on starting salaries. (b) Removal of question on current pay from application form (c) Introduce market supplement policy for senior roles	Sep 21 Apr 21 Sep 21	AD HR Reward Manager	Reduction in the equal pay gap at grade 10 band A from 5.3% to below 5% Reduce our gender pay gap with our target of a mean gender pay gap of 10.4% by 2025

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
5.1 Key career transition points: academic staff								
10	Review the effectiveness of our protocol for search agencies recruiting to senior roles to ensure diverse long lists and set revised target of 50% F candidates on short list	5.1.(i) P52	Under-representation of women in academic senior roles is a key factor contributing to our gender pay gap. It is therefore important that all longlists and shortlists have a diverse representation. We agreed a protocol that is issued to recruitment agencies/executive search agencies instructing them to aim for at least 30% of females on the longlist (and justify where this cannot be achieved). We have asked for detailed monitoring data to be provided as part of issuing any contract. We will now increase this target to 50% of females on the longlist.	M	(a) Analysis of equality monitoring data provided by recruitment agencies (b) Identification of any changes required to the protocol based on the analysis	Sep 24 Apr 25	Head of EDI Unit DD HR	Increased female representation on longlists for senior posts to 50%F Equality monitoring data provided for 100% of executive search recruitment Increase in % F staff in academic grades 8-10 where currently there is underrepresentation.

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
11	Evaluate the impact of the revised career pathways on career progression for women. Monitor promotion rate by gender across the two pathways to ensure progression rates are comparable	5.1.(iii) P54	We have recently revised the career pathways to simplify them and give equality of esteem to all academic staff regardless of the pathway they choose. There is also the opportunity to move between career pathways, which provides flexibility for staff during their academic careers. We will review these changes to ensure that there has been no adverse impact on women or any other protected characteristic. We will monitor the promotion rate by gender across the two pathways to ensure that progression rates are comparable	H	(a) Undertake an annual equality analysis starting with the 2020/21 academic promotion cycle to see if there is any significant difference in progression rates by pathway and gender (b) If the equality analysis does identify any impact on female progression, propose further action to address	Dec 22 Jun 23	Reward Manager Head of EDI Unit	Equity in progression rates for both genders between pathways.

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
12	Revise and improve promotions information, specifically featuring the relevant promotion criteria, and ensure it is included and prominently flagged within communications on the promotion round.	5.1.(iii) P59	The Education and Scholarship pathway was introduced for the 2019 promotions round. School surveys have shown that staff have low levels of understanding of the pathway and promotions process (33% of E & S academics in Psychology understood it in 2019).	H	(a)Promotions webpage updated to give clear information about the different pathways. (b)Communications to staff about future promotions rounds to clearly specify requirements and process. (c) Run briefing/Q&A sessions for potential applicants well in advance of application deadline. (d) Provide briefing packs for HoS to use with their staff (e) Include question in University staff survey re satisfaction with academic promotions process	Jan 21 Jan 22 Jan 22 Jan 22 Nov 22	DD HR	Promotion application and success rates are comparable between staff on different career pathways by 2023 Increase in % of staff who say they understand the promotion criteria and process in School surveys. University staff survey for 2022 shows 60% agree that the promotion process is clear and transparent.

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
13	Modify promotion process to ensure that: a) pauses in productivity during the COVID-19 pandemic are taken into account, giving applicants an explicit space in the submission to flag this circumstance b) guidance and communications for the promotions round, highlighting this provision to encourage use c) equality analysis immediately after the first post-COVID-19 round of promotions checks on use and impact of the provisions on outcome	5.1(iii) P60	COVID-19 has impacted staff productivity in different ways, e.g. staff with caring responsibilities have been less productive due to the need to balance their responsibilities and in some cases provide additional care/home schooling for children. This has impacted on research manuscript submission rates, particularly for women. We will ensure that staff are not penalised for productivity pauses during the pandemic.	H	Undertake an equality analysis of the 2020/21 academic promotion cycle to establish any differences in application rates and/or success rates by gender in comparison with previous promotion rounds.	Apr-21	DD HR	Female application and success rates are comparable with those in previous 3 years.

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
5.2 Career Development Academic Staff								
14	Improve completion rates for mandatory online EDI training courses through: a) improving support to managers in monitoring completion rates for staff b) requiring annual returns on staff completion rates as part of standard annual reporting	5.2.(ii) P62	With the increase in online training we need to ensure that managers are able to follow-up non-completion of our mandatory EDI courses. We have introduced termly HR Dashboards for Heads of School and we will include completion rates for mandatory EDI online training courses in these.	M	Termly reports provided on online EDI training completion rates for their School/PS Division.	Dec 23	Head of OD Unit	95%+ completion rates for mandatory EDI training across all Schools/PS Divisions.

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
15	Seek more detailed feedback about the appraisal process through the staff engagement survey	5.2 (ii) P65	We have not surveyed appraisal as a discrete activity. In our 2018 staff survey 50% of academic staff said that their line manager provided regular and constructive feedback and there was no significant difference in responses of female and male staff to this question, (50% female, 53% male). The satisfaction rate drops to 39% for staff who have been in post between 5 and 10 years. The University's Organisational Development Unit held focus groups and circulated an appraisal questionnaire to academic staff in summer 2019 to gain feedback about the appraisal process. Responses were very low and no helpful feedback was gained. We revised the appraisal process for professional services staff in 2020. We will be reviewing academic appraisal in 2021 and seeking feedback and input from academic staff as part of this review.	M	(a) Question included in a 2021 pulse survey (b) Analysis of the results by gender to ensure that any gender differences in response are factored into the revised appraisal approach (c) Introduce a revised appraisal process for academic staff (d) Review satisfaction with new process and analyse for gendered differences in response.	Nov 20 Mar 21 Nov 22 Jun 24	Staff Survey Working Group Staff Survey Working Group/AD HR Head of ODU	Data reported to the Athena SWAN SAT on levels of satisfaction with the appraisal process

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
16	Review our mentoring scheme to: • increase the number of mentors with protected characteristics • extend the scheme to offer identity based mentoring including carers and female BAME staff • develop the Community of Practice support for mentors	5.2 (iii) P69	The University introduced a mentoring framework and toolkit of resources in 2018. An evaluation was carried out in August 2019 and was 100% positive so we are looking to expand the scheme to provide mentors based on the mentees identity. In our carers survey many of the female carers felt that support for carers would help them explore how to manage their role as an academic with their role as a carer. We will also consider intersectionality in mentoring partnerships e.g. race and gender through collaboration with our Race Equality Charter SAT.	M	(a) Mentoring scheme evaluation to be repeated annually (b) Extend the existing scheme to offer identity based and intersectional mentoring	Annual Sep 23	Head of ODU	80% of respondents to provide positive feedback on mentoring experience. Establishment of 10 identity-based mentoring pairs by 2025
17	Showcase mentoring case studies with a good representation of female mentors and mentees	5.2(iii) P69	Displaying case studies would increase visibility of the mentoring scheme as well as encourage more people to join.	L	(a) Call out to existing mentors and mentees to be case studies (b) Publish case studies on mentoring webpages	Aug 21 Aug 22	Head of ODU	5 case studies to be published initially 60% of case studies published to be women

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
5.3 Flexible working and managing career breaks								
18	Produce a toolkit of measures for managers to support and develop the careers of academic staff who take and return from a period of carers leave of 12 weeks or more. The toolkit to include (i) a policy to bring forward eligibility for study leave for returners to help them reintegrate into research careers; (ii) a policy allowing for a reduction in teaching duties for returners in the term following their return; (iii) a conference/training fund to cover childcare or other caring costs incurred by staff members with caring responsibilities; (iv) a fund to replace the teaching responsibilities or provide additional research support for staff during and on return from a period of carer's leave	5.3.(iii) P71	The University recognises the importance of study leave for academic career development and seeks to grant it on the basis of one term per 3 years' service (subject to staffing and financial constraints). Measures (i) and (ii) exist in some Schools as part of their Athena SWAN work and the plan is to standardise as an opportunity for all returners. Feedback from focus groups with academic returners (summer 2018) shows that many struggle to relaunch their research careers on return from leave due to their conflicting teaching demands. Also, staff feel that they are a burden on their School's resources when taking leave. By providing returners with dedicated time and other support measures, we anticipate an improvement in the career progression of those who have taken carers leave (mainly women).	M	(a) Develop toolkit for managers of carers returning from a career break (b) Survey returners from carer's leave to understand how the toolkit has been utilised and the effectiveness of the measures	Apr 22 Apr 24	AS SAT	Survey of returners from caring leave indicates that 80% feel adequately supported in their career progression - Sep 24

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
19	Publish details of private facilities for breastfeeding/expressing milk on our website by April 2021.	5.3.(iii) P71	The SAT gathered information on facilities for breastfeeding/expressing milk following queries from staff. Although there are facilities available, for example, the family room in the library, these are not currently publicised.	L	Publish location of breast feeding and expressing milk facilities available on the campus webpages	Apr 21	Head of EDI Unit	All enquirers are directed to the published information
20	Introduce enhance shared-parental pay provisions by March 2024	5.3.(v) P78	We currently offer shared parental pay at the statutory rate, and take-up has been fairly low. This action responds to calls from male and female members of staff for the University to encourage and support men to take up caring roles, further promoting equality in the distribution of paid and unpaid work. Currently there is a financial disincentive for men to take shared parental leave in a situation where their partner is benefitting from enhanced maternity pay. Staff feedback on uptake of shared parental leave shows that this financial disparity is a key reason for low uptake. We will seek to mirror our maternity/adoption pay provisions for shared parental leave to remove this financial disincentive.	M	(a) Secure University Executive Group approval to enhance shared parental pay (b) Redraft shared parental leave handbook	Jun 23 Mar 24	DD HR and HRBPs	20% increase in uptake of shared parental pay by Dec 25

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
21	Monitor the impact of our flexible working policy through pulse surveys and liaison with the Carer's network.	5.3.(vi) P80	Feedback from focus groups in 2017 showed that staff with flexible working arrangements felt unable to progress their careers. The 2018 staff survey indicated that 54% of both female and male staff felt able to balance their work and home lives. We relaunched our flexible working policy in 2018 to make all roles flexible by default (unless there were business reasons which prevent flexible working). This policy applies from day 1 and applicants are encouraged to discuss flexible working arrangements as part of the recruitment process. This aims to reduce barriers faced by those who need to work flexibly - often women. By opening up all roles to flexible working arrangements, we seek to improve the career prospects in terms of roles available and promotion opportunities.	H	(a) Review promotion data in relation to staff with flexible working arrangements (b) Review satisfaction with flexible working arrangements through staff engagement survey (c) Seek feedback from Carer's network on satisfaction of flexible working policy amongst academic carers.	Mar 23 Nov 23 Nov 23	DD HR and HRBPs	Promotion data shows a 10% increase in applications from staff with flexible working arrangements by 2024 68% positive response to questions in staff survey around flexible working

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
22	Introduce an inclusive remote working policy using experience developed in responding to COVID-19	5.3.(vi) P80	Following the COVID-19 pandemic and the majority of staff working from home, we are developing a remote working policy to complement the flexible working policy.	M	(a) develop and publicise a range of remote working bands that cover a variety of working patterns to meet the needs of staff and the institution.	Mar 21	DD HR and HRBPs	Measure satisfaction with remote working policy through staff survey
					(b) create and launch a manager's toolkit on good conversations, supporting and reviewing agreed remote working patterns.	Jun 21		
5.4. Organisation and Culture								

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
23	Ensure the Dignity and Respect Policy is understood and used by: a) Setting up reporting system to allow staff and students to alert us to disrespectful behaviour, agreeing appropriate procedures for acting on the data. b) Update Dignity and Respect webpages and communicate the additional reporting options available to ensure all options and steps are transparent . c) Monitoring all reports through the different routes and analyse by gender	5.4.(ii) P92	Responses to our annual staff engagement survey show that 17% of staff feel that they have been bullied or harassed in the last 12 months. We are focussing on the promotion of positive behaviours to promote dignity and respect, as a means of reducing bullying and harassment. The Dignity and Respect Policy which covers all forms of bullying and harassment and gives examples related to protected characteristics. The Dignity Champions are independent of the University organisational structure and enable staff to confidentially seek support. Since the launch of the D&R Policy feedback has shown that some staff remain unclear on options and that anonymous reporting was a preference for some staff. To address this, the University has purchased an online reporting tool (https://www.culture-shift.co.uk/) providing anonymous logging, tracking and timestamping of incidents, both for staff and students.	M	(a) Survey staff in next pulse survey to assess understanding of D & R policy (b) Monitor feedback from staff seeking guidance from Dignity Champions to understand the issues raised and any gendered difference (c) Implement new reporting tool (d) Update D & R webpages to include information on reporting tool.	Nov 21 Nov 21 Mar 21 Mar 21	Dir HR	5% increase (72%) in the number of female staff who report in the staff survey that they are treated with fairness and respect at work. 80% of staff are familiar with the Dignity and Respect Policy
24	Seek feedback from staff on the new workload allocation model to inform any changes to the model required to promote gender equality or fairness.	5.4.(viii) P99	A transparent workload allocation scheme has been a consistent demand from staff as shown by surveys over the years.	M	Survey questions in staff pulse survey in Spring 2022 seeking satisfaction levels with PAWS.	Mar 22	Staff Survey working group	Establish baseline figure of satisfaction with PAWS.

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
25	Increase public visibility of women academics (especially in areas where they are underrepresented e.g. engineering), e.g. by having displays in buildings highlighting women working in those Schools and their research	5.4.(x) P100	At open days and other events held on campus, having displays of photographs and posters of women in Schools where women are under-represented demonstrates a positive attitude towards women in those areas as well as encourages others to join that field.	M	COVID-19 has restricted campus based events for the immediate future but we will be working with all Schools to ensure that photo displays include gender balanced representation and ensure that displays show female role models in senior roles	Jun 22	HoS AS SAT	All Schools have gender balanced photo displays in campus buildings
6. Supporting trans people								
26	Introduce policy and guidance for staff transitioning at work	6.(iii) P104	We developed a Trans and non-binary equality policy statement in November 2018, and have been using the Advance HE guidance to support staff who are transitioning. We are working with our trans and non-binary staff network to use this guidance to develop our own policy and guidance so that staff are clear on the support available.	H	(a) Publication of Transitioning at Work Policy (b) Work with Trans Non-Binary Staff network to get feedback on the new policy and effectiveness in providing the support needed.	Dec 20	Head of EDI Unit	Policy is published on the website Feedback shows 80% of staff who have or are transitioning at work feel they have received the information and support needed

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
27	Introduce a single point of contact support for staff who are transitioning at work	6.(iii) P104	Feedback from our trans and non-binary staff network has requested that staff who are transitioning would prefer a single point of contact in HR who could support them in all aspects of their employment (name change on systems, time off for appointments, return to work following leave related to transitioning etc). Our team of HR Business Associates have agreed to take on this role. All four members of staff have been trained and are available to support staff who are transitioning at work.	M	(a) Establish single point of contact role within HR as part of the launch of new Transitioning at Work policy and guidance. (b) Work with Trans Non-Binary Staff network to get feedback from those who have used the single point of contact and satisfaction with the support needed.	Dec 20 Dec 22	HRBP	Feedback shows 80% of staff who have or are transitioning at work feel they have received the support needed from the single point of contact
28	Enhance HR systems to allow collection of staff data on gender identity	6.(iii) P104	We currently do not hold data on gender identity in the HR system and are therefore unable to monitor our workforce in relation to this characteristic. Feedback from the trans and non-binary network indicates that we should be collecting this data and using this to identify areas where trans staff are disadvantaged/underrepresented. We are opening up a self service portal for staff to update their protected characteristics which will enable us to have better data.	H	(a) New HR self service portal to be live	Jan 21	DD HR	Data published on representation of trans staff

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
29	Ensure our recruitment and employment systems are inclusive of non-binary identities	6.(iii) P104	We aim to use an inclusive definition of gender and as part of the "My pronouns are campaign" staff are encouraged to provide their pronouns on email addresses and when introducing themselves. There are still some forms where inclusive gender definitions are not provided. The HR system is being amended to enable non-binary identities to be used.	H	(a) Amend HR system to enable use of non-binary identity (b) Review all HR forms and update to provide inclusive gender options	Jul 21	Head of EDI unit HR Bus Services Manager	Stonewall Workplace Equality Index review assesses that all family friendly policies use appropriate language
7. Other								
30	Develop a menopause policy as part of our wellbeing agenda.	7. P106	28% of our female staff are aged 50 and over. Women in this age category have reported the need for some additional support during the menopause, for example, adjustments to their work environment, flexible working arrangements. Our campus trade unions have introduced menopause cafes to support staff.	M	(a) Work with campus trade unions to draft a menopause policy (b) Develop guidance for managers (c) Publish new policy and guidance (d) Conduct a survey to understand the percentage of women suffering with menopause symptoms feel they have received the support needed so they can continue to be successful in their roles	Sep 21 Apr 22 Sep 22 Sep 24	Director of HR	Policy is published on the website Survey results show 80% of women suffering with menopause symptoms feel they have received the support needed to continue to be successful in their roles

Type

Statement

Relevant Stakeholders

University of Sussex Staff

Purpose

Achieving EDI goals and objectives

Title

Targets related to employee (including faculty) equity, diversity, inclusion - LGBTQ+

Contributors

Madina Tash

Date

July 3, 2024

Description

Our aim is to become a Top 100 LGBTQ+ Employer in the Stonewall Workplace Equality Index by 2025. Following feedback form our first submission last year, along with the LGBTQ+ Staff Network and the Trans and Non-Binary Staff Network, we have developed an institutional action plan that includes our LGBTQ+ equality actions for a number of areas of work. We have been a Stonewall Diversity Champion since our joining in August 2018. The Diversity Champions programme is the leading employers' programme for ensuring that all LGBTQ+ staff are accepted without exception in the workplace. Stonewall works with over 750 organisation in the UK and, like them, we share the belief in the power of a workplace that is truly equal. Stonewall is a lesbian, gay, bisexual and transgender (LGBTQ+) rights charity based in the UK. Named after the Stonewall riots in New

Section	Feedback (This is a summary of suggested actions from the Stonewall WEI, and feedback from Sussex staff and students).	Updates Since Previous Action Plan	Summary of Actions Planned for 23/24 (This is a summary of the actions in the detailed action plan that has been developed by the LGBTQ+ SAT).
Policies and benefits Actions relating to policy audit process, policy content and communication.	• More clarity on discrimination, bullying and harassment, including examples of what homophobic, biphobic and transphobic bullying might look like. • Have an audit process to review policies for inclusion. • Ensure family leave policies do not include gendered language/pronouns. • Produce a transitioning at work policy or guidance to support trans staff who are undergoing transition. • Produce a transitioning at work policy or guidance to support trans staff who are undergoing transition.	- The Dignity and Respect policy was published after the submission and includes examples of homophobic and transphobic harassment. - Family policies include a 'Parental Leave' policy which does not include gendered pronouns, and the definition of parent within the policy is gender neutral. The Maternity Policy and the Paternity policy both include the statement: 'The policy applies to any staff giving birth regardless of gender, sexuality and marital status.' The Paternity Policy also states, 'This includes same-sex partners.' - A Transitioning at Work Policy and accompanying guidance has been developed, and published on the EDI pages of the Sussex website.	- Develop a Trans and Non-Binary Inclusion Policy as part of a new suite of EDI Policies, which will also include a Pronouns Guidance and Inclusive Facilities Policy. - Review and update existing policies including the 'Definitions of Violence Policy' to include examples of bullying and harassment for each protected characteristic including examples of homophobic, biphobic and transphobic bullying. - Review and update the wording of existing family policies to reflect inclusive language that does not assume the gender of a partner or parent. - Improve the provision and signage of toilets on campus, with the aim of providing a choice of gender neutral and single sex facilities including accessible facilities. - Publish pronouns guidance.
The employee lifecycle Actions relating to how we engage and support employees throughout	• Provide information on LGBTQ+ inclusion at application and induction. • Advertise on inclusive recruitment platforms.	- Staff Networks link (with further information when you follow the hyperlink) is included in the new starter Induction Checklist. This includes LGBT+ Staff Network and TNB Staff Network. - There are optional Exit Interviews, but these are not completed by all staff.	- Review the EDI training requirements for staff involved in promotions and research funding applications. - Review all staff-facing systems to ensure they are inclusive of non-binary

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their journey in the workplace from attraction and recruitment through to employee development.	• Include LGBTQ+-inclusive information in job packs for applicants. • Provide information about staff networks on our job pages. • Recruitment training to cover what bias and discrimination might look like and how to counteract this. • Communicate career development opportunities to staff. • Recognise staff network group activity in staff development or appraisal plans.	- Specific examples of harassment and discrimination are included in the online diversity in the workplace training and our unconscious bias and recruitment and diversity training courses. - There is a general statement about Sussex's commitment to diversity and a link to Inclusive Sussex and the EDI web pages on the job landing pages. - The appraisal paperwork and process now includes a section on EDI related issues and Staff Networks are included in the examples of EDI related personal and professional development that staff might engage in and set appraisal objectives relating to this. - LGBTQ+ awareness included in Onboarding packs for new staff. - Updated the awareness calendar to Include Asexuality Awareness and Lesbian Visibility Week.	identities. - Continue to recognise key LGBTQ+ Awareness dates through comms and activities. - Develop opportunities for allyship, LGBTQ+ mentoring and peer support. - Continue to give feedback to HR and Organisational Development about the inclusion of EDI, intersectionality and LGBTQ+ Inclusion in HR processes from recruitment, to exit interview and at all stages in the employee journey.
Staff Networks Actions relating to the function of the LGBTQ+ and Trans and Non-binary Staff Networks at Sussex.	• Terms of reference, that cover membership, representation, leadership and code of conducts in addition to aims and purpose. • Communicate what support the group provides to all employees. • Develop the activities the group engage in. • Agree clear, tangible objectives to track the progress of the staff network.	- The LGBTQ+ and TNB Staff Networks each have an updated Terms of Reference that cover the suggested areas. - This gives the networks flexibility to consider adding other aspects of their role and terms of reference to ensure that the networks reflect the needs of their members. - The TNB and LGBTQ+ Staff Networks have each developed an annual plan for the staff networks, which includes key activities, role of chair, priorities and aims for the group that year and is based on	- Continue to support and further develop our LGBTQ+ and Trans and Non-binary Staff Networks, and raise awareness of these networks. - Staff Networks to continue to develop annual plans for activities. - Explore allyship plan.

Section	Feedback (This is a summary of suggested actions from the Stonewall WEI, and feedback from Sussex staff and students).	Updates Since Previous Action Plan	Summary of Actions Planned for 23/24 (This is a summary of the actions in the detailed action plan that has been developed by the LGBTQ+ SAT).
		feedback from members. - Though there is still further work to do, the website page for the Staff Networks has been updated and networks have been supported to develop more opportunities to advertise the Networks to new and existing staff. - Network Chairs are now working together, encouraging ideas and best practice sharing between Networks, opportunities for recognising intersectionality. - Launch of a regular LGBTQ+ Staff Network Newsletter to members	
Empowering Individuals Actions relating to empowering staff, engaging allies and promoting role models.	• Profile role models from more diverse communities, such as LGBT BAME people, LGBT people with a disability or LGBT people openly discussing their mental health. • University-wide community-building to tackle loneliness and isolation of LGBTQ+ students and staff.	- The LGBTQ+ and Trans and Non-Binary Staff Networks are considering how to collaborate with other staff networks to address intersectionality and there have been some joined up events and meet ups this year. - Contribute to plans for Open Listening Program - Joint film screening event for LGBTQ+ History Month and Race Equality Week in February.	- Set up a role models project and the LGBTQ+ Stories@ Sussex Project to amplify the voices of LGBTQ+ staff and students and increase the awareness of issues facing LGBTQ+ staff and students. - Identify specific support and activities which address and recognise intersectionality – for instance an activity raising awareness of support for LGBTQ+ BAME people. - TNB and LGBTQ+ Staff Networks to encourage members to engage in the LGBTQ+ Stories at Sussex project to show case experiences and stories

Section	Feedback (This is a summary of suggested actions from the Stonewall WEI, and feedback from Sussex staff and students).	Updates Since Previous Action Plan	Summary of Actions Planned for 23/24 (This is a summary of the actions in the detailed action plan that has been developed by the LGBTQ+ SAT).
			- The LGBTQ+ SAT to collaborate with the Race Equality Charter SAT, Gender Equality SAT, Disability Equality Steering Group and Religion and Belief Forum to streamline actions and ensure an intersectional approach.
Senior leadership Questions scrutinise how the organisation empowers senior leaders at different levels and the individual actions they take.	• Consistent engagement across both tiers of leadership on issues of LGBT inclusion. • Consider how the institution might better support senior leaders in engaging with LGBT inclusion.	Pro-Vice Chancellor (Culture, Equality and Inclusion) is now in post (David Ruebain). David now sits on the LGBTQ+ SAT, and has monthly team meetings with the EDI Unit which includes discussion of relevant LGBTQ+ actions, and frequent discussion with LH between this, engagement with staff networks and Student's Union TNB and LGBTQ+ Officers. David shares a monthly Inclusive Sussex Update with all staff which highlights initiatives, issues and opportunities related to EDI: David Ruebain: Inclusive Sussex update : Staff Hub : University of Sussex Regarding the action to publish the University's annual messages on its commitment to LGBT+ Inclusion, since September 2023, the EDI Unit has made the following updates (via the EDI pages of the website/Broadcast: o Bi Visibility Day 2023 : News and events : Equality, Diversity and Inclusion : University of Sussex o Intersex Awareness Day 2023 : News and events : Equality, Diversity and Inclusion : University of Sussex o Transgender Day of Remembrance 2023 : News and events : Equality, Diversity and Inclusion : University of Sussex o Stonewall Workplace Equality Index and Stonewall Staff Questionnaire 2023 : News and events : Equality, Diversity and Inclusion : University of Sussex	- To support and facilitate links between senior leadership and the Trans and Non-binary and LGBTQ+ Staff Networks - Continue to publish the University's annual messages on its commitment to LGBT+ inclusion.

Section	Feedback (This is a summary of suggested actions from the Stonewall WEI, and feedback from Sussex staff and students).	Updates Since Previous Action Plan	Summary of Actions Planned for 23/24 (This is a summary of the actions in the detailed action plan that has been developed by the LGBTQ+ SAT).
		o LGBT+ History Month 2024 : News and events : Equality, Diversity and Inclusion : University of Sussex - Senior leadership support of community events such as Brighton Pride - Senior leadership support of university-wide initiatives such as the In Conversation With… EDI focused events and allyship and listening training programme. - Regular summary report from the LGBTQ+ SAT to UET and the Senior Leadership Team which highlights key current issues facing LGBTQ+ Students and Staff. - University supported Trans Pride with a donation from the TNB Staff Network - Senior Leadership statement in support of trans and nonbinary, and LGBTQ+ staff and students: David Ruebain: Inclusive Sussex update : Staff Hub : University of Sussex	
Monitoring Questions scrutinise data collection methods, analysis and outcomes.	• Monitor sexual orientation and gender identity across pay grades. • Evidence staff satisfaction data cut across sexual orientation and gender identity data. • Monitor the recruitment cycle, so that you can assess potential barriers to recruiting people of specific identities.	- My View self-reporting system is now in place and staff can add their own EDI data including sexual orientation and gender (including the option to self-describe). - There is a separate tab for 'HESA' which asks 'Does your gender identity match your sex as registered at birth?'	- There are ongoing actions to increase rates at which staff complete the My View Equalities data - Identify steps to close gaps between systems where data on gender identity and sexual orientation is captured, analysed and stored.

Section	Feedback (This is a summary of suggested actions from the Stonewall WEI, and feedback from Sussex staff and students).	Updates Since Previous Action Plan	Summary of Actions Planned for 23/24 (This is a summary of the actions in the detailed action plan that has been developed by the LGBTQ+ SAT).
		- Updated Equalities Monitoring for recruitment form to now include Sexual Orientation - Communicate to staff why monitoring equalities data matters (Via all staff comms).	- To review and update the Equalities Monitoring Data Guidance produced by the University. - Work with colleagues in HR to identify potential barriers to recruiting people of specific identities, based on feedback, and opportunities to address this.
Procurement Ensure LGBT inclusive suppliers are procured and held to account.	• Provide specific training or guidance to the procurement team that covers diversity and inclusion outcomes and that this is explicitly inclusive of LGBT equality.	- We will work with our Procurement team to collate evidence to support this section and to explore possibilities of embedding best practice in relation to LGBT+ inclusivity. - LGBTQ+ SAT Involvement in large procurement process this year.	- There is a working group with Estates, looking into EDI and procurement and a new ethical procurement framework is in place.
Community engagement Questions scrutinise how the organisation demonstrates its commitment to the wider community and the positive impact it has.	• Continue to engage with the local community on LGBT inclusion initiatives and utilising social media accounts to demonstrate that you are an LGBT-inclusive institution that supports LGBT equality externally. • Engaging with trans-specific community groups and events.	- We have continued to be active on social media, sending out a twitter post in support of LGBTQ+ awareness days, and the awareness day posts which have been linked in the above section. - Building links between LGBTQ+ SAT, EDI Unit, LGBTQ+ and TNB student groups and staff networks. - Supported Pride event. - Planned and delivered interactive workshop on queering universities (contributing to work on action planning). - Collaborate and build links with Centre for Sexual Dissidence on campus and other groups and individuals engaged in LGBTQ+ inclusion, advocacy and research.	- We will continue to engage on LGBT+ inclusion (internally and externally) through the use of social media and internal communications. - We will collaborate with the University Trans Convenor and the Trans and Non-Binary Staff Network to explore opportunities of engaging with trans-specific community groups. - Develop key links in the local community and formulate an external comms and partnerships plan, to include groups such as Clare Project, Switchboard, B&H Council and Community Base for collaborative and

Section	Feedback (This is a summary of suggested actions from the Stonewall WEI, and feedback from Sussex staff and students).	Updates Since Previous Action Plan	Summary of Actions Planned for 23/24 (This is a summary of the actions in the detailed action plan that has been developed by the LGBTQ+ SAT).
			consortium groups. - Work toward Sussex having community engagement with local networking groups around EDI issues, participation in key steering groups, and support of community activities (i.e IDAHOBIT, Trans Day of Remembrance in addition to Pride.)
Clients, customers and service users This section examines how the organisation engages with clients, customers, services users or partners.	• Identify issues that LGBT students may have and barriers they may face in accessing services at the university. • Draw up a map of key services to assess how inclusive this is at each stage of the student accessing that service. • Consult with LGBT students through surveys, focus groups or sessions which seek to understand the LGBT experience in accessing services. • Engage in LGBT-inclusive service delivery training that focuses on delivering an inclusive service and what that looks like for frontline staff.	- Links with the Students' Union TNBI and LGBTQ+ student groups have been made. - There is now an established Trans Working group, which is led by the Trans and Non-binary student officer, and which is attended by Senior Leadership and the EDI Unit and an LGBTQ+ project group attended by the EDI Unit. - This provides opportunities to share updates, hear feedback and concerns, and share priorities and areas of work we can collaborate on especially where they affect both staff and students. - SU representatives from these groups are also invited to attend and be part of the LGBTQ+ SAT.	- Identify issues that LGBT students may have and barriers they may face in accessing services at the university. - Work with Student Experience department around developing further LGBTQ+ Inclusive student support. - Work with the Curriculum Re-imagined project regarding an LGBTQ+ Inclusive Curriculum

York's Greenwich Villiage in 1969, the charity is now the largest of LGBTQ+ charity in Europe. Stonewall provides help and guidance aids for LGBTQ+ people and organisations, including guides on terminology and community resources.

Language

British English

Sharing Rights

PRME Community

☑ Student equity, diversity, inclusion

University of Sussex EDI Student Targets

Impact Purpose

We recognise that racism is entrenched in UK society and manifests in everyday individual and institutional processes and behaviours.

Racism is also pernicious in UK higher education and with its consequential disparities requires a systematic response to ensure that we all benefit from a world class university experience. Universities UK (UUK), a collective of 140 universities, conducted a study into BAME student attainment at UK universities ([#CLOSINGTHEGAP](#), 2019) and found a 13% gap between the likelihood of white students and students from BAME backgrounds receiving a 1st or a 2:1 degree.

Similarly, according to the [Universities and College Union](#) (UCU 2019), ethnicity is a significant factor in staff pay gaps as BAME staff are less likely to hold senior positions and more likely to be on a lower salary than their white counterparts.

As an institution, we must actively play our part in dismantling the systems and structures that lead to racial inequality, disadvantage and under-representation and ensure that our commitment to anti-racism becomes transparent in the culture of the University and the everyday experiences of our community.

Impact Statement

We pledge that we will seek to be *Anti-racist* by making all necessary changes to the education, research and administrative activities of the University. Through diligent, sustained anti-racist work we will move towards being an inclusive university that genuinely celebrates and reflects diversity.

This pledge augments our approach as described in our [Inclusive Sussex](#) and [a Better University for a Better World](#) strategies and will be evidenced in our policies and corporate strategies.

Date published

July 3, 2024

Applicable Date Range

Dec. 1, 2022 - Dec. 1, 2025

Owner

Madina Tash

Sharing rights

PRME Community

Language

British English

Country

United Kingdom

Subjects

Attainment Gap

Racism and racial disparities can present in our university in various ways. As a result of this Pledge we will seek to improve: Eurocentrism in curricula; racial disparities in the research, learning and working environment; racial harassment and discrimination; BAME representation and career progression in academic and professional service roles; and racial literacy and competencies in staff and student bodies.

These disparities are consequences of historic societal and institutional processes that are systemic and often complex. Addressing them will require a diversity of thought, proactivity and long-term commitment.

Through diligent anti-racist work, we can confidently move towards being an inclusive university that genuinely celebrates diversity.

We recognise that the term 'BAME' - which stands for Black, Asian and Minority Ethnic - is contested. For some it is considered as a homogenising term which does not appreciate the varied historical and lived experiences of those who have a wide range of heritages and are racially minoritised. Others find it helpful in specific contexts. Recognising this, we will take a flexible approach. For example, the work that we are undertaking at the University will endeavour to disaggregate data and other qualitative information to better understand the disadvantages faced by specific minoritised groups. Meanwhile, official data reporting processes set up by bodies such as Higher Education Statistics Authority (HESA) require us to report using the term BAME, so this terminology will still be present in some of our communications.

Type

Statement

Relevant Stakeholders

University of Sussex

Purpose

Sustainability Targets

Title

Other targets not mentioned above

Contributors

Katerina Psarikidou, Alejandro Luna

Date

June 28, 2024

Description

We have other policies in relation to the environmental, social and economic aspects of sustainability such as: - Biodiversity Strategy and Policy - Sustainable Food and Agriculture Policy - Waste Reduction, Reuse and Recycling Policy - Volunteering Policy - Affordable Housing Policy - Socially Responsible Investment Policy - Ethical and Sustainable Procurement Principles Framework Please see the link for all those here: https://www.sussex.ac.uk/about/sustainable-university/policy-and-strategy/policies Key actions and target dates are set out in our Sustainability Strategy Action Plan: https://www.sussex.ac.uk/webteam/gateway/file.php?name=4904-sustainability-strategy-action-plan1st.pdf&site=271

SUSTAINABILITY STRATEGY ACTION PLAN

UNIVERSITY
OF SUSSEX

OBJECTIVE 1: ETHICAL EDUCATORS

Sub-Objective	Action	Co-owner	Target Delivery Date
Students as Partners and Innovators	1. Actively engage students, student societies and the Students' Union on co-delivering the outputs from this strategy and shaping future sustainability policy	University of Sussex Students' Union	August 2021
	2. Recruit recent University of Sussex graduates and current students to be paid members of the university Sustainability Team	Maddison Taylor (Access and Participation Manager, Student Experience)	August 2021
	3. Hold grand challenges and innovation competitions to support our students to create the sustainability solutions of the future	Emily Huns (Head of Careers, Employability and Entrepreneurship)	July 2021
	4. Conduct a review focused of promoting social impact in student entrepreneurship		September 2021
	5. Directly link all of our student careers initiatives to the achievement of the UN Sustainable Development Goals and monitor our impact by 2021		
Sustainability in All Degrees	6. Develop action plans in all schools to deeper embed sustainability in the curriculum	Graeme Pedlingham (Deputy Pro-Vice-Chancellor: Student Experience)	August 2022
	7. Offer a new online interdisciplinary introduction to sustainability certificate course to all first and second-year undergraduate students from August 2022 - enabling each academic school to adapt the content into a school specific 15 credit module in 2023, if appropriate		August 2023
Sustainable Research Practices	8. Further embed sustainability within our research methods and processes	Seb Oliver (Deputy Pro-Vice-Chancellor for Research)	December 2023
	9. Gain LEAF sustainable lab accreditation	Rob Fowler (Deputy Chief Technical Officer)	August 2022
Supporting Equality Diversity & Inclusion	10. Achieve the goals set out in our Equality Diversity and Inclusion Strategy – Inclusive Sussex	DPVC Culture, Equality and Inclusion (following recruitment)	December 2025

OBJECTIVE 2: DECARBONISING THE ECONOMY

Sub-Objective	Action	Co-owner	Target Delivery Date
Net Zero by 2035	1. Set a target of achieving net zero carbon emissions by 2035 with indicative interim targets for 2025 and 2030	Adam Tickell (Vice-Chancellor)	June 2021
	2. Set an annual carbon reduction target in August each year to be monitored as a key performance indicator by Council		August 2022
Excellent Carbon Accounting	3. Put in place more robust carbon accounting practices and achieve Science Based Target Initiative (SBTI) Net Zero Carbon Standard accreditation	Carey Mclaughlin (Assistant Director of Finance)	August 2023
Decarbonised Infrastructure	4. Begin to invest in replacing priority fossil fuel dependent infrastructure with lower carbon alternatives by December 2026. Producing feasibility studies in each of the following areas by December 2021 a. Replacing our Combined Heat and Power Plant with a low carbon alternative b. Expanding our renewable energy production c. Creating a new sustainable transport hub d. Upgrading electric vehicle, scooter and bike charging infrastructure	Robert Hutton (Director of Estates, Facilities and Commercial Services)	December 2021 for feasibility studies and December 2026 for beginning project delivery
	5. Reduce our digital emissions through our IT Network Replacement Project and Cloud-First Policy	Clare Gryce (Deputy Director of ITS)	December 2024
Energy Efficient Campus	6. Improving the energy efficiency of our campus by: a. High level auditing the energy efficiency of all of our estate by December 2021 b. Producing investment opportunity analysis of the 20% of our poorest performing buildings and business cases for improvements by August 2023 c. Upgrading our Building Energy Management Systems – e.g. automatic heating controls – by August 2022 d. Developing minimum environmental product standards for the furnishings and fixtures that we buy for our estate by December 2022. e. Identifying if there is a business case to move beyond BREEAM Excellent environmental construction standards for new buildings by December 2022	Francine Hill (Deputy Director of Estates)	Completion of these commitments by August 2023 – ahead of further analysis and improvements by August 2030
	7. Introducing new more modern flexible ways of working that can reduce our carbon footprint	Rachel Mills (Provost)	August 2025

OBJECTIVE 3: CIVIC LEADERS AND PARTNERS

Sub-Objective	Action	Co-owner	Target Delivery Date
Sustainable Supply Chain	1. Launch a new Sustainable Procurement Principles Framework to help select the suppliers that more closely share our sustainability values	Ian McKee (Assistant Director of Finance)	June 2021
	2. Assess the quality of our sustainable practices against the ISO 20400 Sustainable Procurement Standard by August 2022 and consider what (if any) action is required to make any desired improvements by August 2023 (subject to feasibility review)		August 2023
	3. Investigate the feasibility of applying for Real Living Wage Accreditation		August 2023
Active and Sustainable Commuting	4. Set annual active and sustainable commuting targets	Scott Noble (Head of Service Delivery Estates and Facilities Management))	August 2022
	5. Implement our active and sustainable travel plans in full. This will include: introducing an active travel reward app, promoting cycling and commissioning a feasibility study by August 2021 into the creation of a new sustainable travel hub		August 2025
	6. Reduce the emissions made by car journeys by introducing: more progressive parking charges (subject to equality analysis); ride sharing; and a possible lower cost ultra-low emission vehicle leasing scheme for staff		August 2023
	7. Make all of the University's vehicle fleet ultralow emissions		August 2025
Better Business Travel	8. Introduce a new sustainable business travel policy	Martin Hookham-Simms (Head of International Office)	December 2022
	9. Ensure our contracted Travel Management Company provides the optimal balance between value for money and sustainable travel, consistent with our sustainable business travel policy	Ian McKee (Assistant Director of Finance)	December 2022
	10. Review our video conferencing options and work with staff and students to set annual targets for reducing business travel emissions	Martin Hookham-Simms (Head of International Office)	August 2023
Community and Voluntary Impact	11. Promote an increase in volunteering amongst staff and students - including introducing a new staff volunteering allowance	Matthew Naish (Reward Manager)	August 2021
	12. Identify opportunities to help make our employees homes more sustainable		August 2024
	13. Be active partners in various community sustainability partnerships	Sue Baxter (Director of Innovation and Business Partnerships	Ongoing

OBJECTIVE 4: ENVIRONMENTAL CHAMPIONS

Sub-Objective	Action	Co-owner	Target Delivery Date
50% of Waste Recycled by 2025	1. Set target to recycle 50% of our waste by 2025 (subject to further compositional analysis)	Adam Tickell (Vice-Chancellor)	June 2021 to set targets and August 2025 to achieve them
	2. Set target to reduce the volume of weight produced per student by 10% by 2025		
	3. Set annual recycling targets for all of our waste streams	Scott Noble (Head of Service Delivery Estates and Facilities Management)	August 2022
	4. Tender our waste contracts, ensuring appropriate recycling targets and innovation are included within them		December 2022
	5. Review of our current bin numbers, locations and signage		December 2021
	6. Launch a waste and recycling communications and engagement plan by August 2022 that will enable us to recruit a network of waste champions to help support and promote recycling and create behaviour change		August 2022
	7. Produce policies on plastic and project waste reduction		December 2022
Responsible Food and Water Production and Consumption	8. Introduce four new sustainable food priorities that encourage: a) sourcing fresh produce from local suppliers; b) better consumer information on food sustainability; c) an increase in net zero cafes; and d) a reduction in meat consumption	Helen Power-Hosking (Head of Commercial Services)	August 2023
	9. Active support for sustainable food production and distribution on campus including the continued redistribution of surplus food		Ongoing
	10. Conduct a strategic review of options to improve water sustainability and set water consumption targets	Rachel Mills (Provost)	August 2024
Biodiverse Campus	11. Publish our draft biodiversity policy	Rachel Mills (Provost)	August 2021
	12. Hold a Big Biodiversity Conversation from January 2022 to agree our target for setting aside either 30%, 40% or 50% of the land on campus for nature		January 2022
Behaviour Changers	13. Engage every member of staff, students – and where appropriate community members – in bringing our sustainability vision and strategy to life	James Hakner (Senior Communications Manager)	August 2021

Language

English

Sharing Rights

Public

1. Does the PRME Signatory Member disclose its performance on policies related to RME, including its successes and failures?

☑ Yes, with full transparency (e.g. school website, sustainability report, multi-stakeholders panel)

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10 NOVEMBER 2023

ANNUAL SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT GOALS REPORT

US
UNIVERSITY OF SUSSEX

FOREWORD FROM OUR VICE-CHANCELLOR, PROFESSOR SASHA ROSENEIL

Building on our Sustainability Strengths

During my first year as the University of Sussex's Vice-Chancellor, I have been hugely impressed by the passionate commitment of our staff and students to addressing the profound environmental and societal issues facing our planet and its people. We know there is much still to do, but the enthusiasm and expertise to make real progress run broad and deep at Sussex.

The ambition set out in *Sustainable Sussex*, the University's sustainability strategy, is to establish Sussex as one of the most sustainable universities in the world. Our work on international development, global justice, human rights, and sustainability continues to be at the heart of this commitment.

Our Annual Sustainability and Sustainable Development Goals Report plays an integral role in this important work by compiling a summary of the progress that we are making against all 17 UN Sustainable Development Goals (SDGs). This is our fourth Annual Report and it covers every aspect of our environmental, economic, and social sustainability work, right across the University, including our teaching, research and innovation, policy development, external engagement and partnerships, and operational practice.

I was delighted that Sussex was ranked 10th in the UK and 49th in the world out of 1,591 global higher education institutions in the *Times Higher Education Impact Rankings 2023* for our performance in relation to the UN SDGs. This strong standing is further substantiated by our ranking third in the UK for sustainable institutions and 55th in the world in the first *QS Sustainability Rankings*, which were published in October 2022. We were also very pleased that we retained our position, for the seventh consecutive year, as world number one for Development Studies, together with our on-campus partner institution, the Institute of Development Studies, in the 2024 *QS World University Rankings by Subject*. These rankings indicate that we are well on our way to achieving our ambition of being one of the most sustainable universities in the world.

In early 2022, Sussex was invited to join the International Universities Climate Alliance, a group of 45 of the world's leading universities in tackling climate change. This is, in part, a recognition of the work of the Sussex Sustainability Research Programme, the University of Sussex Business School, the School of Global Studies, and the University's strong research outputs and real-world policy influence and outreach on sustainability. Sussex is also considered world-leading in energy, transition, and decarbonisation research, as exemplified by the Business School's Science Policy Research Unit (also called SPRU) which has been playing a key role in shaping global, national, regional, and local government energy policy development.

It gives me great pleasure to see how we have been building on our achievements during the past year – and introducing new initiatives. I would like to take this opportunity to highlight some, while encouraging you to read about them in more detail in the Report:

- We performed strongly in the newly added sustainability category in the *QS World University Rankings 2024*, with a score of 97.2 out of 100. We also came joint first – scoring 100% – in the areas of Sustainable Food and Education for Sustainable Development in the 2022/23 *People & Planet University League*.

- We were featured in the Campaign to Protect Rural England (CPRE) solar report in May 2023, as an example of how solar is being used to decarbonise energy in the education sector. This year we were awarded a £5 million Sustainability Programme grant to actively advance our campus decarbonisation plan and achieve our institutional commitment to being net zero by 2035.

- We are tackling both the climate and cost-of-living crisis in an integrated way and have increased our financial support for students to help alleviate poverty through an increased Hardship Fund, the creation of a new affordable student housing policy and affordable housing scheme, and the introduction of a hugely popular, and much needed, low cost vegetarian and vegan £2 Sussex Special meal on campus. We also became accredited ourselves as a 'Real Living Wage' employer, and our academics have conducted further research with the Low Pay Commission to inform recommendations to the UK government on the national minimum wage.

- We have introduced new policies in key areas of our Sustainability Strategy, especially relating to biodiversity. In response to an extensive consultation involving students, staff, and the wider community, we have committed to increasing the land on our campus that is set aside for nature to 42% by 2027. These policies and practices have resulted in us winning a prestigious Green Flag award, for well-managed green spaces, for the seventh year running.

- Our (joint with the University of Brighton) medical school, the Brighton and Sussex Medical School, continued to be ranked first overall in the UK for Sustainable Health Care in the *Planetary Health Report Card* in 2023, in recognition of its work on decarbonising the NHS.

- The advancement of our Equality, Diversity, and Inclusion strategies included the achievement of a Race Equality Charter Bronze award in 2023.

- In June 2023, the University of Sussex Business School received philanthropic funding to establish the Bennett Institute for Innovation and Policy Acceleration to address and develop urgently needed policies and solutions to tackle some of society's greatest challenges, beginning with climate change.

- This year saw the launch of our first *Green Futures* event as part of a process to link our student careers initiatives to the achievement of the UN Sustainable Development Goals.

- In 2023, Sussex was awarded the U Dine award for sustainability, along with our catering provider, Chartwells, and we currently hold the highest-possible Sustainable Restaurant Association accreditation.

Our student and staff community has also stepped up to a wide range of sustainability challenges:

- Our Volunteering Policy for staff is now being piloted and gives employees an allowance of at least two days per year (pro-rata) to volunteer in a charity of their choice that is aligned to the SDGs.

- In 2023, we awarded three more Climate Leadership Scholarships, whereby students receive £3,000 per full year of study for showing leadership in their communities in relation to climate change, and work with us to deliver engagement initiatives with the Sussex community around tackling climate change and reaching net zero.

- In April 2023, the third annual Pitch for the Planet – our Dragons' Den-style sustainable innovation competition – took place again. Winners received a share of £30,000 in prizes, which they are using for start-up incubation in areas such as sustainable sourcing, biodiversity, and reducing waste.

- Finally, I was most impressed by the Sussex students who worked with the external group, Students Organising for Sustainability, and our dedicated sustainability team to audit our entire curriculum for its sustainability content. I have received these findings with interest and we will be doubling down on our existing commitment to ensure that sustainability is taught within all degrees as part of the Curriculum Reimagined project that is being rolled out across the whole University.

All in all, I am delighted that we have so much to report this year. But we cannot rest on our laurels. We are a University that is committed to sustainable development and to making a transformative contribution to tackling the threats posed by climate change and environmental degradation. And I am personally committed to ensuring that Sussex continues to make an innovative and transformative impact on our collective ability to tackle the threats posed by climate change, the mass extinction of species, intensifying societal inequalities, and geopolitical conflict. I want our determination to be one of the most sustainable universities in the world to be evident to all students, staff, and stakeholders when they visit our campus, and for next year to see further progress. For now, I extend my warmest thanks to every member of the Sussex community who contributed to the work reported here, and I hope that you are inspired by reading about what we have achieved in the past year.

Professor Sasha Roseneil
10 November 2023

The data in this report includes quantitative data from the 2021/22 year as the last full HESA reporting cycle year for consistency purposes. However, qualitative reporting of good practice in relation to policy and educational initiatives reflects the position that was correct as of November 2023. In the rare occasion when quantitative data is provided for a different period (predominantly to prevent data distortions related to the pandemic) then this is specified in the report.

INTRODUCTION

This report summarises progress to date at realising each of the 17 United Nations Sustainable Development Goals (SDGs) and highlights areas for improvement that have already been identified in Sustainable Sussex – the University of Sussex Sustainability Strategy.

The 17 SDGs are as follows:

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	SUSTAINABLE DEVELOPMENT GOALS

To make this report engaging and easy to read, the performance data is provided at a high level.

If you would like more detailed information then please contact the Sustainability Team at sustainable@sussex.ac.uk

SDG1 NO POVERTY

This SDG relates to our University's research on poverty and our support for low-income students and citizens in the local community.

OUR ACHIEVEMENTS

- The University is ranked first in the world for Development Studies in the *QS World Rankings* – jointly with the Institute of Development Studies (IDS)[1] – this shows our commitment to ending poverty across the globe. IDS also offers a specific Masters degree in Poverty and Development.[2]

- To follow up on our Affordable Housing Policy[3] published in 2022, we are trialling a new Affordable Housing scheme for the academic year 2023/24.[4] It provides a capped rent rate for eligible students who qualify for the Sussex Bursary.[5] This means that the maximum amount of rent that eligible students will pay is £125 per week.

- Our Access and Participation Plan contains ambitious plans to help reduce poverty and promote social mobility through the provision of higher education to under-represented groups.[6]

- We have targets in place to increase the percentage of students at Sussex who come from the poorest 20% of households in the UK – known as Index of Multiple Deprivation Quintile 1 (IMDQ1) – from 8.8% to 21% by 2024/25. We also want to increase the number of our graduates from IMDQ1 backgrounds.[7] We have targets to reduce the gap in progression outcomes between the poorest and richest students (ie IMDQ1 and Q5) from 16% to 0% by 2024/25.[8]

- Approximately a quarter of our undergraduates in 2021/22 were first generation scholars[9] – that means that they are the first person in their immediate family to attend university. We recognise how important this is for promoting social mobility within our society.[10]

- Our Student Centre helps low-income students tackle any money worries – our dedicated Student Funding Team help with budgeting, welfare loans, hardship funds and more.[11] In 2021/22, over 20% of our total student population received financial aid.[12] This included students from low-income households earning £25,000 or less who received an entry bursary and access to a Student Hardship Fund.[13] These funds can also benefit students estranged from their families and care leavers, who also automatically receive vouchers, free bedding, and the opportunity to live in University-managed accommodation all year round during their course.[14]

- In 2021/22, we also increased our Hardship Fund to a total of £818,000.[15] This was distributed between 758 students. This was a 33% increase in financial support on the previous year. One year on from the Russian invasion of Ukraine, a total of £64,000 has been raised to help provide hardship bursaries to Ukrainian students affected by the conflict.[16] Our £600,000 Andrew Rudd scholarship programme, rolled out in 2022, also supports students who have been in care.[17] [18]

- We encourage students from lower and middle-income countries (LMICs)[19] to attend our University. We provided 847 scholarships to students from World Bank categorised LMICs from August 2022 to July 2023. This was an increase of 128% compared to the previous year.[20]

- Our legal clinics provide advice on multiple issues (including housing and employment) to the local community, which can help to prevent poverty and homelessness.[21] This includes our award-winning Citizens Advice Project where our law students give the public free advice[22] under Citizens Advice Bureau supervision on many issues, including debt and welfare benefits.[23]

- One of our Professors of Economics, and former Low Pay Commissioner (LPC), Richard Dickens,[24] conducted further research with the LPC, published in October 2023, to inform recommendations to the UK government on the national minimum wage and helping to alleviate national poverty.[25] Additionally, members of our Economics Department have influenced key poverty stakeholders, including: the World Bank, World Trade Organization, Organisation for Economic Co-operation and Development, and the UK and US governments.[26]

- Our Sussex Centre for Migration Research is leading two innovative projects between 2020 and 2024 on 'Protracted Displacement Economies'[27] and 'Inclusive Urban Infrastructure'[28] to influence local, national and global poverty reduction and migration policy.[29]

AREA WHERE WE WANT TO IMPROVE

- We aim to review our approach to affordable housing actions to ensure we are meeting our objectives and continue to work closely with the Students' Union to increase the availability of housing and financial aid for our students.

SDG2 ZERO HUNGER

This SDG relates to our world-leading research on hunger, teaching on food sustainability and our commitment to tackle food waste and address hunger among students and local communities.

OUR ACHIEVEMENTS

- This year we scored 100%, coming joint 1st in the area of Sustainable Food, according to the 2022/23 *People & Planet University League*.[30]

- We have a Responsible Food and Water Production and Consumption section in our Sustainability Strategy[31] and we reviewed our Sustainable Food and Agriculture Policy this year.[32]

- We are part of a consortium of seven UK universities and research institutes that are helping to create future leaders in sustainable food systems via the Partnership for Sustainable Food Future – Centre for Doctoral Training (PSFF).[33]

- We offer a Centre for Doctoral Training (CDT) in Food Systems[34] and a third-year undergraduate module in Global Food Security[35] as well as Global Politics of Food.[36]

- We offer a Masters degree in Food and Development,[37] which teaches students about: food and nutrition security, sustainable food systems, value chains and corporate power; and agri-food technology and its contestations.

- We also teach an undergraduate module called the Forest Food Garden, enabling students to grow and harvest forest food on our campus.[38] This is in addition to the provision of our student garden, where students are supported to produce fruit and vegetables.[39]

- We are creating positive sustainable food and agriculture impacts globally, locally and at campus level. For example, our policy brief 'Agricultural Voices of Syria' promotes sustainable agricultural practices to farmers in conflict zones through podcasting.[40] The innovative project won the Interdisciplinary Research Award in 2021.[41]

- We provide academic representation to an advisory panel that informed the development of the local City Food Strategy Action Plan (2018-2023). A key priority for the plan is to reduce inequalities (including prioritising those with the poorest diets or least access to healthy food).[42] The City's work was recognised with the UK's first Gold Sustainable Food Places Award in 2020 because of the exceptional local results in this area.[43]

- We also host events on sustainable food production on campus. For example, our Sussex Roots collective welcomes members of the community onto campus to learn about sustainable food production at our on-campus student garden.[44]

- We have multiple interventions to help prevent hunger and food insecurity amongst our staff, students and the wider community. All excess food from our catering outlets is donated to food banks via the FareShare[45] initiative or to people in need via food redistribution apps.[46] Our student-led Food Waste Café Society allows students to pay what they can for meals made from surplus food[47] and our Meeting House runs a food bank and regular free lunch events for students and staff.[48]

- In 2023, we were awarded the U Dine award for sustainability, along with our catering provider, Chartwells,[49] and we currently hold the highest-possible Sustainable Restaurant Association accreditation.[50] The animal rights charity PETA currently lists us as one of the most vegan-friendly universities in the UK.[51]

- All the fruit, vegetables and meat sold by Chartwells (provided by Compass Group UK and Ireland) are procured from local suppliers as a standard and we source food and drinks from social enterprises wherever we can.[52]

- In November 2022, we introduced a £2 Sussex Special meal to help prevent food poverty and hunger. As of June 2023, more than 60,000 subsidised meals were consumed.[53] This provision of healthy, low-cost vegan and vegetarian hot food options on campus saw us shortlisted for the Cost of Living Award at this year's *Whatuni Student Choice Awards* (*WUSCA*).[54]

- In 2021/22, we collected an estimated 25.82 tonnes of food waste from the University that went to our on campus aerobic digestor, or was taken off campus for anaerobic digestion, as opposed to Energy Recovery via combustion or incineration.[55]

AREA WHERE WE WANT TO IMPROVE

- Continuing to increase our food waste recycling and measurement.

SDG3 GOOD HEALTH AND WELLBEING

This SDG relates to our research on key diseases and conditions and support for healthcare professions, and the health of our students and staff.

OUR ACHIEVEMENTS

- In 2021/22, approximately 14% of our students graduated with a degree in a health profession including medicine and psychology, some of which we operate in partnership with the University of Brighton via Brighton and Sussex Medical School (BSMS). BSMS integrates teaching on sustainable health care and climate change into their undergraduate curriculum.[56]

- In 2023, BSMS obtained an overall grade B+ in the Planetary Health Report Card,[57] a metric assessing medical school planetary health awareness and accountability. This positioned us third overall and first in the UK for research in sustainable health care in 2023.[58]

- We collaborate with global, national and local health partners to improve health outcomes. The BSMS Sustainable Healthcare Group is at the forefront of sustainable health.[59] The group is led by Professor Mahmood Bhutta who works with the clinical advisory board of Greener National Health Service (NHS), to foster better working conditions in healthcare supply chains.[60]

- In 2023, BSMS conducted a carbon footprint of products used in the five most common surgical operations carried out in the National Health Service (NHS) in England.[61] In support of NHS Net Zero targets and initiatives, they were commissioned by the UK Health Alliance on Climate Change to produce a landmark Green Surgery Report due for release in November 2023.[62]

- We host the annual Sustainable Healthcare Academic Research Enterprise Conference; a global event for healthcare professionals to share best practice on sustainability.[63]

- Our esteemed Global Health and Infection Department (GHI) has members in various locations, including University Hospitals Sussex NHS Foundation Trust and multiple overseas institutions advising the World Health Organisation (WHO) on mental health, stigma and Neglected Tropical Diseases (NTDs).[64] In January 2023, GHI members co-organised a week-long exhibition at the UK Parliament to highlight the need for further investment in tackling NTDs.[65]

- We lead community outreach programmes to improve and promote health and wellbeing. For example, since 2015 our Time for Dementia initiative has seen students supporting people with dementia and their carers.[66] We also run a Time for Autism programme.[67] Meanwhile, our Living Well with HIV project engaged HIV patients, healthcare providers and related stakeholders in a coalition to improve access to commissioned mental health services and quality of life for people living with HIV within Kent, Surrey, and Sussex.[68]

- We have a widening participation scheme called Brightmed[69] that undertakes outreach to local schools to help increase the number of medical students from under-represented groups. It has been nominated for and won numerous awards since its inception, including being shortlisted in 2021 for the *Times Higher Education* (*THE*) Widening Participation or Outreach Initiative of the Year Award.[70]

- We share our sport facilities with the local community – including access to complementary therapies[71] and our sports team, Sussexsport, work closely with Albion in the Community, local schools and disability groups to promote sport in the community.[72] We offer free match time to the VYD youth project to support disadvantaged groups including refugees.[73]

- We protect the mental health of our staff via an Employee Assistance Programme and the Spectrum.Life app – providing in-depth tools and support to improve mental wellbeing.[74]

- Our students can access a fully integrated counselling and wellbeing service and disability unit.[75]

- We also provide a GP[76] and pharmacy service,[77] as well as meditation drop-in sessions on campus.[78]

- Our Smoking Policy prohibits smoking and the use of electronic cigarettes in any University building or premises, including substantially enclosed outdoor areas.[79]

- We provide our students with free sexual health services and advice through an on-campus health centre and through peer-to-peer student drop-ins.[80][81]

AREA WHERE WE WANT TO IMPROVE

- Further embedding sustainable health care in our teaching in partnerships with NHS Trusts.

SDG4 QUALITY EDUCATION

This SDG relates to our contribution to early years and lifelong learning, our pedagogy research and our commitment to inclusive education.

OUR ACHIEVEMENTS

- This year we scored 100%, coming joint 1st in the area of Education for Sustainable Development, according to the 2022/23 *People & Planet University League*.[82]

- We have a dedicated School of Education and Social Work (ESW).[83] This includes our Centre for International Education that has a focus on education and international development.[84]

- In 2021/22, we produced 110 primary school teaching graduates, including from our Masters degree in Early Years Teaching.[85] We also produced 226 secondary school teachers.

- We provide free pedagogic vocational training in person and online to support teachers continued professional development. For example, in October 2022 we provided leadership and mentoring training to teachers in Laos.[86] In partnership with a number of institutions in India, we developed an open access module for students and teacher educators on Quality and Inclusive Education.[87] In August 2023, we also provided free training to teachers in South Africa.[88]

- We are continuing to advance our pedagogic revolution with the launch of a £50,000 Education and Innovation Fund,[89] the redevelopment of the University Skills Hub[90] and workshops focusing on co-creation in the curriculum, rewarding innovation and teaching excellence.[91]

- Our Sussex 2025 Vision is based around four themes, including 'Learn to Transform – making students partners in the big decisions that shape our University's future'.[92]

- We undertake educational outreach activities in the community, including schools.[93]

- In 2022/23, we continued to offer an elective entitled Discovering Role Models – Peer-Led Mentoring in Schools. Within this course, undergraduates provided mentoring and facilitated workshops for local secondary school pupils.[94]

- Our Sussex Research Network is an innovative partnership between our Department of Education and eight local schools, to undertake collaborative research and capacity building to create useful educational knowledge.[95]

- Our English Department established Sussex Writes in 2016, where up to 30 tutors from a range of disciplines have run creative writing workshops in 25 schools across East and West Sussex. They aim to work with 3,000 students by 2025.[96] They also worked with 54 young people in 22 countries in the Global South with pan-African NGO The Youth Café.[97]

- Our School of Education and Social Work is involved in Green United, a youth-led initiative for students across all schools in Lewes to take environmental action, such as campaigning for 'plastic free schools' and growing sustainable, healthy food.[98]

- We host a wide range of free public and community events and lectures. Our Sussex Lectures[99] and Sussex Universe programmes[100] cover a wide range of topics, such as championing human rights and social justice globally.

- Our Maths department also offers free outreach lectures to education groups on topics such as synchronisation in technology and nature.[101]

- We provide additional educational resources to the wider community, including schools and colleges, in several ways. For example, providing free access to many of our library materials,[102] Skills Hub training,[103] seminars and events[104] (including our Special Collections at The Keep).[105] We also offer modern language classes to the general public, including British Sign Language.[106]

- The Institute of Development Studies also provides professional development courses to the wider community to help bring about social change, some of which are free.[107]

- Our former Social, Technological and Environmental Pathways to Sustainability (STEPS) centre created a free online course called Pathways to Sustainability for the general public[108] and our Sussex Sustainability Research Programme also makes resources in this area freely available online,[109] both of which can aid professional development and teaching.

AREA WHERE WE WANT TO IMPROVE

- Further embedding sustainability in our curriculum through the Curriculum Reimagined process.

SDG5 GENDER EQUALITY

This SDG relates to our research on the study of gender, policies on gender equality and commitment to recruiting and promoting women.

OUR ACHIEVEMENTS

- We have a dedicated Centre for Gender Studies.[110] We also offer a Masters degree in Gender and Development based at the Institute of Development Studies.[111] A wide range of our degrees also include a gender-related teaching curriculum.[112]

- Women make up around 33% of our senior academics and we have a target to increase female representation in senior management roles.[113] *

- Our Equality and Diversity Strategy, Inclusive Sussex, as updated in July 2022, sets out our commitment to preventing discrimination on grounds of gender.[114]

- We have a policy of non-discrimination for transgender people, as set out in our Trans and Non-Binary Equality Policy Statement.[115] We published a Transitioning at Work Policy in 2020[116] and have a Trans and Non-Binary staff network to enable the provision of peer-to-peer support.[117]

- We have a Dignity and Respect policy for staff and students that has a zero-tolerance approach to bullying and harassment.[118] Our online Report and Support tool allows staff and students to report unacceptable behaviours anonymously or by giving their contact details.[119] We also have trained Dignity and Respect Champions to support staff.[119a]

- We reviewed and made further enhancements to our maternity and paternity policies in 2022 to support parents employed by the University.[120] We provide accessible childcare and nursery facilities for students and staff, with students receiving a 20% discount.[121] We also have a Parent and Carer staff network,[122] and introduced a carer fund in 2022 to support those returning from a period of care-related leave.[122a]

- In 2018, we introduced a new approach to flexible working to become 'flexible by default', to encourage a range of flexible working options from day one, including at the most senior grades.[123] In May 2021, we also published our Remote Working Framework, which can help improve work-life balance for people with caring responsibilities.[124]

- In September 2021, we published a Menopause Policy[125] with guidelines[126] for employees and managers on providing the right support to manage menopausal symptoms at work. We have been hosting Menopause Café meetings since June 2021.[127] Due to the huge success of this initiative, in October 2022 we hosted the first Menopause Festival.[128]

- We also celebrate International Women's Day with multiple events across campus.[129]

- We actively encourage applications from students in subjects where women are underrepresented. We hold an institutional Athena SWAN bronze award – designed to encourage increased representation and progression by women in higher education. We also have a key performance indicator (KPI) in our Inclusive Sussex strategy for all 10 of our Schools to attain an Athena Swan Departmental Award by 2025. So far, four schools hold bronze awards, three hold silver, and all our STEMM (science, technology, engineering, maths and medicine) Schools have achieved an award.[130]

- We currently have 22 female active mentors, who account for 28% of the total number of mentors and 49 female active mentees who account for 59% of the total number of mentees.[131]

- A team of Sussex staff have been organising the annual Soapbox Science outreach platform on Brighton seafront since 2017, to promote women scientists and the science they do. This year's event was co-led in collaboration with the British Neuroscience Association.[132] In 2023, our School of Engineering and Informatics also hosted a number of events and activities to celebrate International Women in Engineering Day.[133]

- We provide scholarships to women, for example our Scholarship for Women in STEM.[134]

AREA WHERE WE WANT TO IMPROVE

- Ensure our ongoing improvements underpinned by Athena Swan Action Plans are embedded to enable occupational segregation to be addressed.

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* We have a target in our Athena SWAN gender equality action plan to increase female representation in grade 10, band A from 25% to 28% by 2024. This is the area of greatest underrepresentation by women

SDG6 CLEAN WATER AND SANITATION

This SDG relates to research about water, water usage, and our commitment to ensuring good water management in the wider community.

OUR ACHIEVEMENTS

- We measure our annual water consumption, so we have a baseline from which to make improvements. In 2021/22, we used 349,071m³ of mains water totalling 16.50m³ per person compared to gross water use of 217,734m³, equivalent to 9.51m³ per person in 2020/21.[135]

- We provide free drinking water around campus from taps, jugs and zip taps to reduce demand for single use plastic water bottles. 90% of our drinking fountains across campus are provided through a contract with AquAid, who help to bring clean, fresh drinking water to impoverished communities in Africa.[136]

- Our catering outlets also stock bottles of Life Water – an ethics-driven, Hove-based company who are 100% carbon neutral. Part of Life Water's mission is to build wells for small communities to ensure they have safe drinking water. The sales that have been generated at Sussex have enabled Life Water to build two wells in rural communities that are attributed to the University of Sussex and Sussex Food.[137]

- In July 2021, we installed a new pump house and replacement water pipes on our campus. The modern automated valves and fittings in the new pump house operate efficiently and reliably, reducing the chance of water leaks and interruptions to the water supply.[138]

- We apply building standards around water use to new buildings. We are already committed to achieving BREEAM Excellent in this area in relation to toilet flushes and sinks,[139] and creating accompanying design guides by October 2024.[140]

- Our Jubilee Building and Student Centre have rainwater harvesting.[141]

- We have also installed grey water recycling equipment in the East Slope halls of residence, with a target of 30% of used water from showers being redirected to toilet flush systems. The grey water is currently being supplied to 1,434 student bedrooms.

- In May 2023, we published our Biodiversity Strategy and Biodiversity Policy that commits us to water conscious planting practices, including selecting plants that do not have high water requirements, planting in shade, using mulch and minimal watering of plants.[142]

- Our Geography Department conduct research into climate and water resources.[143]

- We have a Sustainable Water Management Policy that contains several operational policies and procedures to support clean water and sanitation. It also sets out all relevant legislation that the University must comply with and other statutory standards and current best practices we are aiming to incorporate.[144]

- We also have a Hazardous Waste Policy that was refreshed in May 2021,[145] and we provide guidance and posters on wastewater disposal via sinks.[146] Our wastewater is removed and treated by Southern Water.[147]

AREAS WHERE WE WANT TO IMPROVE

- Conducting a strategic review of options to improve water sustainability and set water consumption targets as committed to in our Sustainability Strategy.[148]

- Teaching staff and students about responsible water use on and off campus.

- Developing more business cases that can generate cost effective water savings.

- Publishing additional guidance for end users on water discharges and standards.

SDG7 AFFORDABLE AND CLEAN ENERGY

7 AFFORDABLE AND CLEAN ENERGY

This SDG relates to our research on energy, energy use, policies, and our commitment to promoting energy efficiency in the wider community.

OUR ACHIEVEMENTS

- University of Sussex is world-leading in energy, transition, and decarbonisation research. Academics from the University of Sussex's Science Policy Research Unit (SPRU) shape global, national, regional and local government energy policy development.[149]

- Current and recent SPRU projects[150] include The Whole Person Whole Place project – working with local government and communities to find new ways of renovating and retrofitting homes for a low carbon future.[151][152] The Responsive Organising for Low Emission Societies (ROLES) project developed a toolkit for local councils and EU policymakers to identify how European city-regions can accelerate the decarbonisation of energy systems through the digitalisation of energy infrastructure, in ways that also create societal benefits.[153] The Going Dutch? project aims to improve governance of decarbonising heat and informing natural gas phase-out and national net zero policy for the UK and Netherlands governments.[154]

- We are key partners in the Industrial Decarbonisation Research and Innovation Centre (IDRIC), "supporting British industries to lower costs, remain competitive and protect jobs as they improve their energy efficiency and transition to a green economy."[155]

- Our University is also a partner in the Centre for Research into Energy Demand Solutions (CREDS), which works with researchers, businesses and policy makers, to support the transition to a low-carbon energy system – including advice to businesses and local government on decarbonisation.[156] In July 2023, we were selected by UK Research and Innovation (UKRI) to lead a new £15 million Research Centre focused on how to reduce the UK's energy demand.[157]

- In 2021/22, we used 237,308 gigajoules of energy compared with 239,392 gigajoules in 2020/21. These figures are largely affected by changed building use during the pandemic.[158]

- Since 2020, we have been on a 100% renewable electricity tariff,[159] and we also have our own renewable energy farm with 3,000 solar panels.[160] We were featured in the Campaign to Protect Rural England (CPRE) solar report in May 2023, as an example of how solar is being used to decarbonise energy in the education sector.[161]

- This year we were awarded a £5 million Sustainability Programme grant to actively advance our campus decarbonisation plan. This includes a commitment to auditing our entire estate and making business cases for improvements on an annual basis, with a detailed investment opportunity analysis of the entire estate by 2030.[162]

- All new buildings constructed on the University campus must meet the energy efficiency standards set out in the BREEAM Excellent environmental standard.[163] We have brought our privately rented accommodation up to energy performance certificate rating E everywhere, unless gaining vacant possession has been unfeasible, such as due to tenant ill health. We are also committed to developing minimum environmental product standards for furnishings and fixture purchases to support the energy efficient retrofitting of our existing buildings.[164]

- The Excellent Carbon Accounting section of our Sustainability Strategy includes plans for measuring our performance in relation to clean energy and associated carbon[165] which we have delivered in line with the EAUC Standardised Carbon Emissions Framework.

- Our Treasury Investment Policy,[167] updated in 2021, has included a Socially Responsible Investment Policy since 2018 that requires our appointed fund managers to consider the "protection of the global environment, its climate and its biodiversity, including the reduction and future elimination of fossil fuel exploration and production" when making investment decisions.

- Since October 2017, our endowment funds have also been invested in the Liontrust Sustainable Future Managed Fund.[168] Estimates suggest that our investments in the fund emit 76.1% less CO_2 than the market benchmark (scope 1 and 2 emissions only).

- In 2021, University of Sussex was amongst the founder signatories of the COP26 declaration for net zero asset management principles that intend to establish minimum climate expectations for those who manage their investments.[169] Following COP26, in 2023, the University sent a follow-up letter further urging institutional investors to rebel against the boards of fossil fuel companies and their backers.[170][171]

AREA WHERE WE WANT TO IMPROVE

- Further energy efficiency audits and decarbonisation feasibility work.

SDG8 DECENT WORK AND ECONOMIC GROWTH

This SDG relates to our economics research, employment practices and our share of students undertaking work placements.

OUR ACHIEVEMENTS

- We are an important local employer. In 2021/22, the University employed 3,180 staff, which is equivalent to 2,545 full time employees.[172]

- We are proud to have been accredited as a Real Living Wage Employer in September 2022,[173] and we paid the Real Living Wage (RLW)[174] uplift to all our staff working on campus from October 2022.[175] Also, in that same month, in recognition of the current cost-of-living crisis, all University staff received a one-off, non-recurring, non-pensionable payment totalling over £2.4m.[176] [177]

- We recognise labour rights and three specific trade unions on campus that we meet with regularly.[178] Between the three unions, all staff groups in Grades 1-9 are catered for under collective bargaining arrangements.[179]

- This year, we are publishing updates to our Modern Slavery Act Statement that sets out the steps taken by us to prevent forced labour and slavery in our supply chain.[180]

- In 2020, the University became a member of Electronics Watch[181] who help public sector organisations work together and collaborate with civil society monitors in production regions to protect the rights of workers in their electronics supply chains.[182]

- In June 2023, we published updates to our Ethical and Sustainable Procurement Principles Framework – containing nine core sustainable procurement principles that we want to promote and foster within our supply chain. The framework is intended to encourage "initiatives to reduce inequality in the workplace" and "pay the real living wage" amongst other things.[183]

- We continue to be active members of the Southern Universities Responsible Procurement Group, where non-profit organisations and education institutes share best practice.[184] We also have an 'Our Sustainable Supply Chain' section of our website that showcases the sustainability of some of our key supply chain partners.[185]

- We have clear policies in relation to pay and progression, such as guidelines for academic promotions[186] and discretionary pay increases.[187]

- Our Equality Diversity and Inclusion (EDI) Strategy, published in 2018, contains a target to halve the gender pay gap by 2024, from a March 2017 baseline of 20.8%.[188] Pay gap reviews, such as in Gender, Ethnicity and Disability, have been undertaken annually, underpinned by Equal Pay Audits and recommendations are implemented accordingly.[189]

- In July 2022, 91.3% of staff who were directly employed by us were on secure contracts of over two years.** We also provide our staff with a wide range of employee benefits, including discounted gym memberships and travel opportunities.[190]

- We are piloting a new Staff Volunteering Policy and allowance to help our staff engage in meaningful activities that promote sustainable development during work time.[191]

- We have a dedicated Careers Service for our students.[192] All our undergraduates have the option of applying for a paid, year-long placement in their penultimate year of study. A dedicated placements team help to support students to achieve this.[193]

- We are directly linking all of our student careers initiatives to the achievement of the UN Sustainable Development Goals.[194] For example, our internship scheme, Career Lab,[195] includes over 500 funded student internships and consultancy opportunities, over a third of which have a sustainability focus such as work experience in renewable energy co-operatives and (smart) energy companies.[196] We also hosted our first Green Futures event in March 2023, which attracted 100 students and recent graduates.[197] [198]

- In our latest annual student 'Career Readiness' survey, 81% of respondents had done some form of work-based activity in 2021/22, 13% of this was volunteering.[199]

- In 2021/22, 837 of our students undertook a work placement of a month or more. This represents ongoing growth since the beginning of the scheme in 2019, and an increase of 29% since 2020/21.[200]

AREA WHERE WE WANT TO IMPROVE

- Increasing the number of students on paid work placements of over a month by 5% per year between 2021 and 2025 as set out in our operational plans.

**Our HR system only allows us to pull reports from a single point in time, therefore this figure only accounts for staff on secure contracts as of 31 July 2022. Due to technical issues this report is unable to exclude contracts covering maternity or other staff leave, however we recognise that it is unlikely that such contracts would carry on for longer than two years.

SDG9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

This SDG relates to our research on innovation, research income from industry and our number of patents and spin-out companies.

OUR ACHIEVEMENTS

- We offer a specific Masters degree in Strategic Innovation Management.[201] Our Sustainability Highlights in our Undergraduate Curriculum prospectus[202] also showcases relevant undergraduate courses, eg Computer Science and Artificial Intelligence BSc.[203]

- The Research Excellence Framework (REF) is the UK's system for assessing the quality of research in UK higher education institutions. The REF 2021 found that 89% of research activity that Sussex submitted is categorised as either 'world-leading' or 'internationally excellent'.[204] In the most recent REF rankings, we were ranked 27th of all UK institutions for both 'Research Power' and 'Market Share'.[205] In July 2023, we announced 12 new Centres of Excellence, to further consolidate on our research successes.[206]

- In 2021/22, we generated approximately £23m in knowledge exchange income[207] including £2.6m research income from industry.[208]

- In 2021/22, Sussex's thriving community of 115 graduate and staff businesses supported 470 jobs, an increase of 150 employees from two years ago, and enjoyed a combined turnover of £32m – this represented an increase of 175% since 2018/19.[209]

- Sussex Innovation provides business support to local companies and start-ups. Some of this support is provided on a fully funded basis and European Research Development Fund grants are also available for companies to engage with academic expertise or intellectual property.[210]

- We have produced 11 innovative spin outs – registered companies who exploit intellectual property developed at the University, which are still trading. We registered four of these companies since 2018: Metasonixx Ltd – incorporated on 21 August 2019;[211] OWidgets Ltd – incorporated on 26 September 2019;[212] AlternOx Scientific Ltd – incorporated on 28 February 2020;[213] and Stingray Bio Limited – incorporated 6 December 2020.[214]

- We were recognised for our partnership successes in Research England's 2023 Knowledge Exchange Framework (KEF 3) results, receiving the top rating of 'very high engagement' for the external investment and turnover of our research-based, public and third sector businesses.[215]

- We are a strategic partner with RISE (Research and Innovation in Sussex Excellence) along with University of Brighton and West Sussex County Council, where we offer advice and support to local small and medium sized enterprises.[216]

- Our Startup Sussex ideas competition (with £16,250 of funding awarded in 2023)[217] is also helping to develop the next generation of entrepreneurs, primarily focusing on social impact solutions.[218]

- In April 2023, we held our third annual Pitch for the Planet, a sustainable innovation competition funded by our Higher Education Innovation Fund. Three students won a share of £30,000 of financial support available to realise their proposed projects on sustainable materials, biodiversity, and reducing packaging waste.[219]

- We have additional Elevate Grants of up to £3,000 for current students or recent graduates to pay for prototypes, intellectual property protection, specialist equipment and tools to accelerate the success of their start-ups.[220] Current students can also book Entrepreneurship Exploration sessions to learn how to develop a business and access relevant mentoring.[221]

- Our Science Policy Research Unit coordinates the Transformative Innovation Policy Consortium (TIPC), which provides a global platform for experimentation, research, training and communications on innovation policy, driven by systems thinking.[222] Their approach has been cited by governments, NGOs and knowledge communities, as a way to redirect post-COVID socio-economic recovery towards a more sustainable future.[223][224][225] In May 2023, they established the Transformative Innovation Africa Hub to expand multidisciplinary research collaboration, policy impact and investment opportunities within the African continent.[226]

- We are leading a re-orientation of the local skills base towards cleaner, greener technologies and enabling the roll-out of quantum technologies based on the University's core research strengths in place of the former reliance on aviation and related industries.[227]

- We have multiple partnerships with industry. For example, our Department of Informatics has a long-established partnership with the Technologies division of American Express where several part-time work placements are offered to students each year.[228] While in October 2022, our Sussex Drug Discovery Centre announced a new strategic partnership with Sophion Bioscience,[229] and another partnership with 113 Botanicals Ltd in July 2023 to innovate in the field of cannabis-based pharmaceutical medicines.[230]

AREA WHERE WE WANT TO IMPROVE

- Grow our collaborations with the industries of the future, intensify the adoption of our innovation across the economy and disrupt markets with our progressive spin-offs.

SDG10 REDUCED INEQUALITIES

This SDG relates to our research on social inequalities, policies on discrimination, addressing disadvantage and commitment to recruiting staff and students from under-represented groups.

OUR ACHIEVEMENTS

- We have a dedicated Pro-Vice-Chancellor for Culture, Equality and Inclusion, David Ruebain,[231] and an Equality, Diversity and Inclusion (EDI) unit which is actively promoting, co-ordinating and embedding EDI across the entire university community.[232] For example, the unit marked National Inclusion Week 2023[233] with a range of activities[234] related to the theme 'Take Action Make Impact'.[235]

- Our EDI Strategy,[236] published in 2018 and refreshed in 2022, objectives include:

  · To achieve a year-on-year improvement in the percentage of staff who believe that the University is committed to Equality, Diversity and Inclusion.

  · To achieve a higher representation of staff with protected characteristics*, including in senior leadership positions.

  · To gain external recognition via a Race Equality Charter award, becoming a Disability Confident Leader and a Top 100 Employer in the Stonewall Workplace Equality Index (which measures progress on lesbian, gay, bi and trans inclusion in the workplace) by 2025.

- We operate a non-discriminatory student admissions policy,[237] monitor applications from under-represented groups[238] and have targets in place to achieve a continued reduction in student attainment gaps for people with protected characteristics.[239] Our Sussex Access Programme[240] offers post-16 and mature students from underrepresented backgrounds, support and guidance to navigate their post-16 education options. In 2022/23, 13,513 participants engaged in 419 widening participation activities (with some students engaging in more than one activity).

- In 2021/22, just over a fifth of our students and 7% of our staff declared a disability.[241] We suspect the latter number is under reporting and that the number will rise as staff make use of our new self-service personal record system. We also introduced a workplace adjustments toolkit in December 2021, supporting the process to make reasonable adjustments for staff with disabilities and their line managers, supported by HR.[242]

- We have dedicated advisors to help disabled students to access support and funding. This includes allocating disabled students a mentor or a support worker and liaising with their GP, Counsellor, or Health Care Team, if necessary.[243]

- We offer accessible housing to disabled students, including rooms that are wheelchair accessible and/or adaptable for students needing specialist personal care and support. We are pleased to be working with AccessAble on making campus information accessible to all.[244] Our new Student Centre is also an accessible building and has a Changing Places facility.[245]

- We prioritise our paid internships and student consultancy roles for disabled students, and we work in partnership with Ambitious About Autism (AAA)[246] to train our host employers on providing an accessible and welcoming environment for autistic interns, with 14 students placed in 2022/23. We also heavily promote the Leonard Cheshire Change 100 scheme[247] and 7 of our disabled students secured internships through this scheme in 2022/23.[248]

- In June 2020, we became one of only 15 universities to be awarded University of Sanctuary status in recognition of the work that the University carries out in providing an environment of welcome and opportunity to people from refugee and asylum-seeking backgrounds.[249]

- Our Article 26 Sanctuary scholarships support forced migrants and asylum-seekers.[250]

- We support underrepresented groups through our staff networks for ethnic minority, Disabled, LGBTQ+, Trans, Non-Binary employees, and carers, who we consult on policy changes.[251]

- In 2023, we signed up to the Gypsy, Traveller, Roma, Showman and Boater pledge demonstrating our commitment to support these students and staff.[252]

- We achieved the Race Equality Charter Bronze Award in September 2023,[253] which aims to improve the representation, progression and success of minority ethnic staff and students within higher education.

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* Protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

- We launched 'Black at Sussex' in 2021, a five-year funded programme to acknowledge and celebrate Black staff, students and alumni.[254]

- We established a Religion and Belief forum to strengthen and develop the University's commitment to a non-discriminatory, inclusive environment for those of faith and of no faith.[255]

- We reviewed and revised our process for equality analysis for significant policy development, decisions and other changes.[256]

- We piloted experiential and practical Open Listening workshops to support the community in effectively navigating different perspectives that could lead to conflict.[257]

AREA WHERE WE WANT TO IMPROVE

- Improving the recording of equality data.

- Reducing inequality, under-representation and equality related pay gaps as set out in our EDI plans and strategy.

- Continuing to take actions in line with the Access and Participation Plan targets for students to close awarding gaps.

PROGRESS REPORT

RACE EQUALITY CHARTER SUCCESSES

Important progress has been made this year with the award of the University's first Race Equality Charter (REC) Bronze award in September 2023. This meets one of the Inclusive Sussex strategy's key measures of success.

The REC is a systemic change programme which seeks to address structural racism, including under-representation and disadvantage in universities. Through data and insight gathered to prepare the application overseen by our full-time Equality Charter Manager within the EDI Unit, key issues and priorities were identified and set-out in a four-year action plan.

The objectives of the action plan are to make longstanding systemic changes that will improve:

- culture and engagement

- staff experience and representation

- student experience and support.

The changes will be achieved through initiatives including, but not limited to:

- anti-racism training and development opportunities for staff and students

- promotion of our Report and Support tool: to ensure our University community is supported and protected if anyone experiences bullying, harassment, a hate incident, sexual violence, domestic abuse, or discrimination

- reviewing, revising and debiasing recruitment and promotion systems to make them anti-racist and anti-discriminatory

- eliminating ethnicity pay gaps

- working towards a more diverse and inclusive curriculum that inspires and reflects our University community

- eliminating the BAME degree awarding gap.

SDG11 SUSTAINABLE CITIES AND COMMUNITIES

This SDG relates to our role as custodians of arts and heritage and our internal approaches to sustainability.

OUR ACHIEVEMENTS

- We are one of the few UK Universities to be in an UNESCO World Biosphere Region.[258] Our boundary walk[259] allows students, staff and members of the public to walk around the edges of the University campus – mostly in the green spaces of the South Downs National Park.[260]

- Our campus contains listed buildings that have been described by English Heritage as "an outstanding example of 20th century architecture". The public can freely view our heritage architecture, including buildings designed by the renowned architect Sir Basil Spence.[261]

- We spent £9,376,179 on arts and heritage in 2021/22, including at our library, The Keep, listed and heritage buildings and Brighton Festival. This was 2.5% of our total expenditure.[262]

- Our Attenborough Centre for the Creative Arts is an interdisciplinary arts hub, which connects the University with wider regional, national and international arts communities.[263] The Centre presents a programme of performance, dance, live art, film, music, discussion and debate and digital practices, including a recent immersive installation.[264]

- In 2021/22, we provided free public events (designed for the external community) to over 3.1 million attendees – this included lectures, performance arts, exhibitions and museum education, amongst others.[265]*

- We are also a major sponsor of the annual, curated multi-arts Brighton Festival.[266]

- In March 2023, our School of Media, Arts and Humanities organised our third Sussex Festival of Ideas, now as part of Brighton Festival, to celebrate contemporary ideas around documentary and film, music and creative practice, poetry and language and the vital role of our local cultural institutions.[267]

- We freely share our Special Collections of University items with the community at The Keep – a historic archive centre, including an archive of resistance testimonies.[268]

- Our library provides a wide range of open access materials and resources to the general public, including journals, statistics and data sets.[269]

* Actual figure 3,102,653 attendees at public focused events verified in table 5 of the 2021/22 HE-BCI return.

- We updated our Active and Sustainable Commuting Policy in June 2023,[270] which includes a commitment to setting new annual active and sustainable commuting targets.[271] This builds on our previous travel plan from 2019 that includes current targets for reducing car use.

- We prioritise pedestrian and cyclist access on campus with a network of footpaths[272] and cycle lanes running through the campus, in addition to bus routes, as shown in our 2020 travel plan.[273]

- EcoGo is our active and sustainable travel reward scheme that financially rewards people for making sustainable journeys to and from our campus.[274] In 2022/23, users saved the electricity consumption of 38 houses for a full year and the equivalent of planting 2,955 trees for a year.[275]

- We have dedicated active and sustainable travel web pages[276] that promote our Cycle to Work Scheme,[277] which expanded in 2023 as Halfords became our second provider.[278] Our staff and students are eligible for 10% annual discount on the Brighton & Hove (BTN) Bikeshare scheme,[279] which was expanded to include more bikes and hubs in August 2023.[280] Our staff are also eligible for discounts on bus and train tickets using the Easit scheme.[281][282]

- From July 2023, eligible University staff are able to lease a new electric or plug-in hybrid car via a salary sacrifice scheme provided by Tusker, known as the Ultra Low Emission Vehicle (ULEV) Leasing Scheme.[283][284]

- Our sustainable business travel working group is a collaboration between staff, students and the trade unions, which aims to reduce the emissions from our business travel in a fair and respectful way.

- We are also working to reduce travel demand through our updated hybrid working framework that enables staff to work from home up to 50% – and some even 80-100% – of the time. This builds on our pre-existing flexible working policy. Since March 2020 staff who can work from home have been supported to do so.[285]

- In 2022, we published a new affordable housing policy[286] for students, while our on-campus accommodation helps to reduce student-related commuting emissions.[287]

AREA WHERE WE WANT TO IMPROVE

- Ensuring the delivery of our active and sustainable travel commitments set out in our Sustainable Sussex Strategy, including those on better business travel.

SDG12 RESPONSIBLE CONSUMPTION AND PRODUCTION

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

This SDG relates to our research on responsible consumption and our practical approach to the sustainable use of resources.

OUR ACHIEVEMENTS

- We offer a circular economy module, which is about finding ways of designing without creating waste, in our Product Design degree.[288]

- Our Sustainability Strategy contains a dedicated Sustainable Supply Chain section.[289]

- In June 2023, we updated our Ethical and Sustainable Procurement Principles Framework[290] to promote responsible social, environmental, and economic sustainability consumption. This work builds on our 2020 Procurement and Purchasing Policy[291] and Supplier Code of Conduct[292] that also help suppliers understand the minimum ethical and sustainability standards and behaviours that are expected when working on a University contract.

- We are a member of both the national and regional Responsible Procurement Group[293] – a collaboration between not-for-profit organisations and education institutes on sharing and establishing best practice in the area of sustainable procurement.

- Our Sustainability Strategy also contains a Responsible Food and Water Production and Consumption section that includes low carbon ethical food commitments.[294] We've since complemented this with an updated Sustainable Food and Agriculture Policy in 2023.[295]

- After a procurement process, Chartwells was confirmed as our partner in a catering contract enacted in August 2023 at the University.[296] Their parent company, Compass Group UK and Ireland,[297] issued a supply chain integrity policy statement in 2020, covering animal welfare and human rights in the sourcing of food.[298]

- In 2022, Chartwells retained the highest rating possible by the Sustainable Restaurant Association (three stars). All our fish is sustainably caught, our eggs are free range, and our milk comes from UK cows and is Red Tractor accredited.[299]

- In 2021/22, the University produced 28 tonnes of waste, with 64% of waste sent to recovery and 30% of this volume recycled. Please note, this value excludes construction and project waste.[300]

- In July 2021, we set a target of a) recycling 50% of our waste and b) reducing the volume of waste produced per student by 10% by 2025.[301] Our Waste Reduction, Reuse and Recycling Policy,[302] updated in June 2023,

also sets out some of the ways that we will achieve this goal, including our Policy and Pledge for Minimising Single Use Plastic. In January 2022, we also made contractual changes to prevent our sanitary waste from going to landfill.

- Compass Group UK and Ireland – the parent company to Chartwells – has an action plan to reduce single use plastic and regularly reports on their own sustainability as a company,[303] as does our primary waste management and recycling partner Veolia.[304] We have policies and procedures in place for disposing of hazardous waste.[305]

- We were the first University in the UK to install an aerobic digestor to convert food waste to fertiliser in November 2019[306] and in September 2021 we introduced £87,000 of new recycling bins to promote greater separation of recycling and reduce contamination,[307] with improved signage and maps to locate the full list of recycling facilities on campus.[308]

- Food waste recycling was introduced to kitchens in East Slope residences in 2019 and an opt-in composting scheme is being made available to all other residences by the Roots student garden society.[309]

- In March 2022, we ran a Recycling Info Genius competition that rewarded students for designing recycling information and posters, with the winning entry displayed on all campus bins.[310]

- In 2023, we also signed up to WarpIt, a specialised re-use scheme designed to reduce waste by redistributing unwanted furniture and supplies amongst other schools of study, buildings, and individuals within the campus that require them.[311]

- We also promote sustainable fashion, for example our Students' Union led on two Clothes Swap events in January and May 2023 as part of a wider cost of living event series.[312] [313]

AREAS WHERE WE WANT TO IMPROVE

- Embedding our Ethical and Sustainable Procurement Principles Framework more deeply in our culture

- Realising our long-term commitments set out within our Sustainability Strategy around responsible food and water consumption and reduction and recycling of waste.

SDG13 CLIMATE ACTION

13 CLIMATE ACTION

This SDG relates to our research on climate change, our use of energy and our preparations for dealing with the consequences of climate change.

OUR ACHIEVEMENTS

- We offer a Masters degree in Climate Change, Development and Policy.[314]

- In 2021/22, we, as a University, used 237,308 gigajoules of energy, 37.7% of this came from low carbon sources, ie solar, renewable electricity and combined heat and power. This was a 5% increase on the previous year (with 14.4% of energy use self-generated from renewable sources).

- In July 2021, we published our target for reaching net zero by 2035[315] for both direct and indirect supply chain emissions (classified as scope one, two and three).[316]

- In 2022, the University was invited to join the prestigious International Universities Climate Alliance, a group of 45 of the world's most esteemed universities whose vision is to "provide a central hub for universities to share the latest climate research with the public and enable greater collaboration between leading research teams, supporting global leaders, policy makers and industry in planning for and responding to climate change."[317]

- We are committed to creating local climate education programmes and behaviour change.

- In 2023, we awarded three more Climate Leadership Scholarships whereby students receive £3,000 per full year of study for showing leadership in the local community around climate change and working with us to deliver engagement initiatives with the Sussex community around tackling climate change and reaching net zero together.[318]

- We have our own Climate Action Plan (the Decarbonising the Economy section[319] of our Sustainability Strategy[320]) that includes a whole section focused on providing civic leadership and partnerships.[321] We are also members of the Greater Brighton Economic Board (GBEB)[322] and have jointly agreed ten pledges on tackling climate change.[323]

- Our Science Policy Research Unit (SPRU) run regular energy and climate seminars to educate the community both within and beyond the University. For example, in 2022/23 'Democracy and Climate Action',[324] and the annual Sussex Energy Group Keynote Lecture.[325]

- We actively influence global, national and local policy on climate change. Professor Benjamin Sovacool, from SPRU, was a lead author of the Intergovernmental Panel on Climate Change (IPCC)[326] – the UN body for assessing the science of climate change, including mitigation and adaption – Sixth Assessment Report, published in 2022.[327] He also delivered a keynote address during COP27.[328]

- We are working hard to support early climate disaster detection and mitigation planning and are partners in the Land Use Based Mitigation for Resilient Climate Pathways project, which engages with local and regional actors to improve our understanding of how and where land-based mitigation technologies can be most effectively deployed.[329]

- In July 2023, a team of researchers from our School of Education and Social Work and Sussex Sustainability Research Programme (SSRP) published a free toolkit called 'Creating with Uncertainty: Sustainability education resources for a changing world' for teachers to educate and help school pupils to manage uncertainty in modern life, with a particular focus on climate change.[330]

- Our Discipline Hopping (DH) project in collaboration with the Natural Environment Research Council (NERC)[331] is focusing on the design of a flood mitigation approach that integrates data-driven modelling, water reservoir engineering, Information and Communication Technology (ICT) and Artificial Intelligence (AI) algorithms with support from Barcombe Parish Council, the Environment Agency and Industry.[332]

- Our Forecasting with Fishers project in the School of Global Studies has seen us collaborating between November 2019 and October 2022 with small-scale fishers to co-produce knowledge for early warning of extreme weather events in India.[333]

AREA WHERE WE WANT TO IMPROVE

- Ensuring that we effectively implement our climate action plan, including completing Tranche 1 of our Sustainability Programme, expanding the Sustainability Team, renewing our Net Zero Pathway and delivering the first set of capital upgrades to our estate.

SDG14 LIFE BELOW WATER

14 LIFE BELOW WATER

This SDG relates to research on life below water and our education on and support for aquatic ecosystems.

OUR ACHIEVEMENTS

- We teach modules in this area, including Coastal Ecology Field Course[334] at undergraduate level and Coral Reef Ecology field courses at both undergraduate and postgraduate level.[335]

- We directly co-fund and execute the Sussex Kelp Restoration Project,[336] which is leading the regeneration of the Sussex coastal zone to promote marine diversity and carbon sequestration in the wake of banning trawling off the Greater Brighton coastline. This project has been backed by Sir David Attenborough and our academics' work on the project has been featured on BBC news.[337] A number of students gain marine surveying experience at undergraduate, Masters and PhD level from this project.[338][339]

- We are committed to providing students with a holistic education with hands on experience in their subject matters, such as via practical research projects. Professor Tim Cane is currently supervising a project on seagrass and turtles in Bermuda and another project on microplastics distribution and longevity in nearshore environments.[340]

- Researchers from the Sussex Sustainability Research Programme (SSRP) are currently working on a project that focusses on community-based conservation of coral reefs and fisheries in West Papua in Indonesia.[341]

- As a coastal university, we are committed to supporting and organising events aimed to promote conservation and the sustainable utilisation of aquatic ecosystems. Every year since 2021 we have organised a Silent Disco Beach Clean during Welcome Week, as a way to engage students in the fight against plastic pollution, keep our local beach clean and raise awareness regarding the impacts of plastic.[342]

- We organise an annual student innovation competition called Pitch for the Planet that provides students an opportunity to win funding and a spot in our Summer Accelerator Programme to help realise a sustainability idea.[343] This year, the University funded a research project about Eco-Shields, which protect seawalls against the impacts of climate change, via this event. The project uses native plants and organisms to create a type of seawall that not only looks more aesthetically pleasing, but also has the potential to promote biodiversity and provide a habitat for marine species, while also reducing wave energy and stabilising the shoreline.[344]

- We have a Sustainable Food and Agriculture Policy to ensure that food on campus that comes from aquatic ecosystems is sustainably harvested.[345]

- Our catering provider Chartwells, part of Compass Group UK and Ireland, promote sustainable and responsibly sourced seafood and do not serve seafood on the fish-to-avoid list (as defined by the Marine Conservation Society (MCS)).[346] Compass Group UK and Ireland is also partnering with the Sustainable Seafood Coalition (SSC)[347] and committed to SSC's Codes of Conduct[348] that requires annual risk assessments on all fisheries that Compass procures from.[349]

- Within our grounds, newly planted trees and shrubs are watered only according to the weather and will most often only be watered during drier summer periods to reduce unnecessary water use.[350]

- We have further policies and procedures in place to encourage water conservation and sanitation – see SDG6 Clean Water and Sanitation of this document for more information.

- Sussex academics featured in the recent Plastic Warriors documentary,[351] which investigated the damaging effects plastic pollution is having on our health, lifestyle, and wildlife.[352] This included a key contribution from senior lecturer, Claire Potter, from our School of Engineering and Informatics, which focused on the role of design, the issues with consumption and retail, and the responsibility of brands and corporations in global marine pollution.[353]

AREA WHERE WE WANT TO IMPROVE

- Tasking leading Life Sciences academics to review our contribution to life below water.

SDG15 LIFE ON LAND

This SDG relates to our research on life on land and our education on and support for land ecosystems.

OUR ACHIEVEMENTS

- Our vision is to become the most biodiverse campus in the UK. Our Sustainability Strategy contains an entire section of commitments for achieving this goal.[354] In 2022, we announced we are investing £20,000 in innovative projects as part of this bid, including planting a community orchard, increasing pollinator habitats, supporting bird populations, and encouraging scrub.[355]

- In May 2023, we published our Biodiversity Strategy and Biodiversity Policy.[356] This included a commitment to achieving biodiversity net gain and ten key biodiversity principles.

- We are proud that 38% of campus land is already set aside for nature. In August 2023, we announced the outcome of a consultation on dedicating more of our campus to nature. In response to the extensive consultation involving students, staff, and the wider community, we decided to increase the land set aside for nature to 42% by 2027.[357]

- The Love Your Scrub project is inviting the campus and wider community to increase biodiversity via the development of scrub habitat, which is important for supporting 44 nationally scarce plant species, 281 rare, vulnerable or endangered insects, and 39 birds classed as priorities for conservation or of conservation concern under the Biodiversity Action Plan. Initial baseline surveys of the scrub area, against which future changes to the biodiversity can be measured, were carried out during 2022/23.[358]

- Our research team at the Nicholls Lab,[359] who are among the University's resident bee and insect experts, have worked with volunteers to install more pollinator habitats on campus, building bee hotels and hoverfly lagoons, which are also being monitored for research and teaching. In April 2023, they produced beginner-friendly guides on wildlife gardening, urban growing spaces and pollinators.[360]

- Our Sussex Forest Food Garden enlists the help of volunteers across various disciplines at the University to create a garden that emulates natural woodland ecosystems, and the food plants that grow in them. Volunteers regularly meet to manage the garden and recently began the next round of planting herbaceous perennials and a ring of nitrogen-fixing Elaeagnus plants.[361]

- We sustainably manage our land on our campus that is surrounded by the South Downs National Park:
  - our campus is home to approximately 158 species of birds and 32 species of mammal, including three social groups of badgers and several bat colonies
  - we also have meadows and native wildflower areas and a Jubilee woodland
  - we support the ongoing restoration and development of our chalk grassland and engage in extensive tree planting during the autumn and winter.[362]

- Our Grounds Management Plan includes principles and actions to support native species, increase biodiversity, restore and conserve habitats and reduce pesticide and water use.[363]

- We maintain and extend existing ecosystems and their animal and plant biodiversity, especially ecosystems under threat. Our 'bee hotels' and pollinator-friendly plants led to us being one of only 26 organisations to win a Bees' Needs Champions award (for the fifth year running) in 2023 for our work to save and raise awareness about pollinators.[364]

- These policies and practices have resulted in us winning a prestigious Green Flag award[365] for well-managed green spaces, for the seventh year running.[366]

- We consider biodiversity in our planning applications for the construction of new buildings. For example, submitting plans for green roofs in our new student accommodation developments and undertaking bat and badger surveys to ensure that we mitigate any environmental impacts associated with improving our campus.[367]

- We regularly organise events about sustainable land use. For example, in July 2023, as part of our SSRP funded collaborative research project on South Coast sustainable land use,[368][369] we held a community workshop to learn about the transitional tensions experienced by local stakeholders when adopting sustainable practices, to explore our role in stakeholder engagement and to understand more about the barriers to sustainability.[370]

- In 2022, SSRP/HEIF-funding established our not-for-profit start-up Ecoforensic,[371] that successfully sourced external funding to empower Ecuadorian community-level 'paraecologists' in collecting 'ecological forensic' data to effectively protect ecosystems under constitutional Rights of Nature (RoN) legislation.[372] The First International Forum for 'Ecological Forensics' took place on June 2023 to exchange knowledge and develop effective strategies to further implement the RoN legislation.[373]

- Our Biodiversity Lecturer and Rights of Nature Researcher and Practitioner, Dr Joanna Smallwood,[374] wrote a policy brief for Biodiversity COP15 in December 2022, where the post-2020 Global Biodiversity Framework was adopted by all parties to the convention to support biodiversity goals and further sustainability progress up to 2030.[375]

- We also run educational and outreach programmes on ecosystems for national and local communities. For example, our Senior Lecturer in Biology, Dr Christopher Sandom, runs Rewilding Sussex as a community group to engage people with rewilding locally.[376]

AREA WHERE WE WANT TO IMPROVE

- Engaging our esteemed life sciences academics in developing further policy and practice in this area that support biodiversity and help guard against mass extinction.

CASE STUDY

SUSSEX PROFESSOR SUPPORTS RIGHTS OF NATURE LEGISLATION SUCCESS

This year, the Llurimagua copper mining project in Ecuador has been suspended by a court decision that revoked its Environmental License. The court based its decision on the lack of consultation with local communities and the threat to biodiversity. The project was located in Junín, a community owned protected forest in the Intag Valley that is home to many endangered species including the spectacled bear, the harlequin frog and the jaguar.

The not-for-profit Ecoforensic team, led Dr Mika Peck, Professor of Conservation Ecology at the University of Sussex, provided evidence of the ecological impact of the mining activity to the court. It is hoped that this case will set a precedent for the Rights of Nature and deter mining companies from exploiting biodiverse areas.[376a]

SDG16 PEACE, JUSTICE AND STRONG INSTITUTIONS

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

This SDG relates to our research on law and international relations, our participation as advisers for government and our policies on academic freedom.

OUR ACHIEVEMENTS

- In 2021/22, over 6% of our graduates received law and enforcement related degrees.

- We are proud of our strong and democratic governance arrangements. We have elected representation on our highest governing body (Council) from academic and professional services staff and students,[377] as set out in our statutes.[378]

- We publicly recognise our Students' Union (the University of Sussex Students' Union), which is affiliated with the National Union of Students. The Union has elected officers who work with the various University governance committees and campaigns.[379]

- All of the actions in our Sustainability Strategy are implemented in co-ownership between the Sustainability Team and a named Senior Leader within the University.[380] Our students elect an annual Sustainability Committee within the Students' Union,[381] to ensure student involvement in high-level decision-making processes in this area.

- We strategically identify and engage with key stakeholders within the community to form strong local partnerships, as outlined in our Sussex 2025 Strategic Framework vision, which sees us as "both listening and acting in the local and regional interest, working with public bodies, charities and civic society to find solutions to economic and social challenges."[382]

- We have a dedicated public affairs function[383] within our External Relations Team and Global Engagement Team to foster international co-operation with our stakeholders.[384]

- Our Vice-Chancellor Professor Sasha Roseneil sits on the Sussex Health and Care Assembly,[385] and our Deputy Pro-Vice-Chancellor of Knowledge Exchange Professor Debbie Keeling sits on the Greater Brighton Economic Board,[386] to collaborate with local and regional stakeholders.[387]

- We have clear policies designed to prevent bribery, fraud and corruption on our website.[388]

- We review and update our policies on freedom of speech annually to ensure they are effective and fit for purpose and we enforce these through our governance structures. We published a revised Freedom of Speech Code of Practice[389] and our External Speaker Procedure in January 2023.[390]

- We publish an annual financial statement online for transparent public scrutiny.[391]

- Our ten legal clinics in the Sussex Clinical Legal Education project are run by more than 80 law students under the supervision of their tutors and qualified solicitors. Together, they offer pro bono legal services to members of the public in family law, criminal justice, housing and welfare law, employment law, environmental law, migration law and performing arts law.[392]

- Our Environmental Justice Law Clinic[393] is run in partnership with the Environmental Law Foundation charity.[394] Students have advised clients on issues including noise pollution and biodiversity conservation, as well as researching the incorporation of sustainability criteria in local neighbourhood plans.

- Our StreetLaw Clinic is new for 2023/24, following a successful pilot in 2022/23, and provides interactive and accessible legal education to charities, schools and other community organisations.[395]

- We provide expert policy advice to Government, based on our research. We have a dedicated and highly esteemed Centre for the Study of Corruption (CSC),[396] whose faculty advise and engage with governments, companies and civil society across the world. For example, in the UK, the CSC is currently providing input for the UK National Anti-corruption Strategy, regularly provides policy briefings for expert bodies such as the Committee on Standards in Public Life, and is working with senior lawyers and large law firms to define how to apply the principles of SDG16 to their work.[397] [398]

- We create a neutral platform to discuss political issues. For example, we are home to the influential UK Trade Policy Observatory (UKTPO), which is a partnership with Chatham House to promote a more just international trading environment.[399]

AREA WHERE WE WANT TO IMPROVE

- Further strengthening our relationship and partnership working with the Students' Union.

SDG17 PARTNERSHIPS FOR THE GOALS

This SDG relates to the broader ways in which our University supports the SDGs through collaboration with other countries, the promotion of best practices and the publication of data.

OUR ACHIEVEMENTS

- We report annually on our performance on each of the 17 UN SDGs.[400]

- One of the four strategic aims of our 2022-25 Knowledge Exchange and Impact Strategy[401] is to lead on and influence local, regional, national and international discourse concerning the efficacy, sustainability and impact of proposed solutions for the UN SDGs.

- We regularly engage in international collaboration and research on developing international best practice on tackling the SDGs. Our Sussex Sustainability Research Programme (SSRP),[402] whose mission is 'Science for the SDGs', has financed 53 and co-sponsored nine interdisciplinary research projects to address interactions among the SDGs, while minimising trade-offs and maximising synergies. This has led to 55 additional activities and projects[403] – many involving new or ongoing partners[404] – to support gathering and measuring of data on the SDGs.

- We frequently initiate and participate in cross-sectoral dialogue about the SDGs. For example, SSRP hosted a series of SDG-related and sustainability-themed events as part of their 'SSRP Week'[405] during the first week of COP27 in November 2022. Sessions included a COP27 speaker event co-hosted with the Institute of Development Studies (IDS) and the Rapid Transition Alliance ('Good COP/Bad COP'); an audio-visual exhibition[406] as well as workshops on various topics, such as The Living Coast Biosphere; sustainable supply chains; planetary health; and sustainable agriculture in conflict zones.[407]

- In August 2023, SSRP researchers co-hosted with Artificial Intelligence (AI) researchers the "AI for a Better World" workshop to explore the application and impact of AI to the SDGs and other sustainability related topics.[408]

- We influence National Government and NGO SDG policy development. For example, in July 2023, the SSRP co-organised a side event with the Government of Ghana at this year's United Nations High-Level Political Forum on Sustainable Development.[409] This brought together policymakers and experts from across Ghana, Uganda and the UK to discuss sustainable management of water resources, action for water quality and access to water for all, to advance progress on SDG6.[410]

- In September 2022, our Business School's Transformative Innovation Policy Consortium brought together more than 70 participants from national innovation agencies and research institutes and international intergovernmental agencies, such as the Organisation for Economic Co-operation and Development (OECD), to preview new tools and learning-based materials focused on both Global South and Global North contexts, for transitions toward sustainability and achieving the SDGs.[411]

- We are committed to providing meaningful education around the SDGs across the University, to all students and offer many relevant and applicable courses in this area.[412]

- The Ethical Educators section of our Sustainability Strategy commits us to embedding sustainability into all aspects of student learning, experience and research.[413] We have begun to move this work forward by working in partnership with the NGO Students Organising for Sustainability who trained our students to audit the entire undergraduate and Masters curriculum for its content related to all 17 SDGs, to identify areas of best practice and scope for improvements.[414]

- We provide meaningful education outreach on the SDGs, including to our alumni and the wider community. In July 2023, SSRP launched their new 'Sustainability Toolkits', covering a wide range of SDGs and topics. These evidence-based resources provide stakeholders with useful tools and best practice needed for integrating sustainability principles into their own work; implementing a sustainability approach for innovative projects and maximising project impacts.[415]

- The University encourages its staff and students to take the time to support good causes in the community. Our Volunteering Policy for staff (currently being piloted) provides employees on a contract of 12 months or more an allowance of at least two days per year (pro rata) to volunteer in a charity of their choice that is aligned to the SDGs.[416] We have also published and are actively signposting a list of 10 charities that are pre-approved for Volunteer Leave by the University so as to build up a critical mass of local impact and strengthened relationships with the local third sector.[417]

AREA WHERE WE WANT TO IMPROVE

- Continuing to grow as a global and local leader in Sustainable Development.

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UNIVERSITY
OF SUSSEX

Type

Public Media

Author

Lauren Ellis

Published Date

2024-06-05

Degree Of Recognition

International/National

Media Name

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

Media Type

News

Duration

1 page

Title

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

Contributors

Madina Tash

Date

June 28, 2024

Description

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.

Language

British English

Sharing Rights

Public

8th in the UK: latest rankings recognise Sussex's progress in becoming one of the most sustainable universities

By: Lauren Ellis

Last updated: Wednesday, 5 June 2024

The University of Sussex has been recognised as the 8th most sustainable university in the UK in the QS World University Rankings 2025 [published at 21.00 BST on 4 June].

With a score of 97.7 out of 100, Sussex was ranked 8th in the UK out of 91 institutions, and 26th globally out of 1,503 universities for sustainability. The category criteria recognises evidence of a university's commitment to a more sustainable existence, evaluating the social and environmental impact of education and research.

In the QS World University Rankings 2025, the University of Sussex also performed well for:

- **Employment outcomes,** ranking **16th in the UK**. This reflects the ability of institutions to ensure a high level of employability for their graduates, while also nurturing future leaders who go on to make an impact in their respective fields.
- **Citations per Faculty,** ranking **14th in the UK.** This measures the volume of research being carried out at an institute and is an estimate of the impact and quality of the scientific work produced.

Type

Public Media

Author

Sustainability Team

Published Date

2024-06-26

Degree Of Recognition

Local

Media Name

https://www.sussex.ac.uk/
about/sustainable-university/
news-and-events/news?
id=64961

Media Type

website article

Duration

1 page

Title

Sussex's Green Impact teams reach Bronze, Silver and Gold

Contributors

Madina Tash

Date

June 25, 2024

Description

The news article on university of Sussex website shares news regarding the Green Impact project with SOS-UK charity. Over the course of the last year, the University of Sussex has been taking part in Green Impact – a programme offered by the charity SOS-UK which supports and enables organisations, universities, colleges, community institutions and students' unions all over the country to create more sustainable working environments. Supported by the bespoke Green Impact toolkit, teams of staff and students across the University have been making changes in their work environments across areas such as energy efficiency, waste reduction, biodiversity and ethical procurement. Enthusiastic students volunteered to be Project Assistants, helping their assigned teams to excel by providing project management expertise, fresh insight, and plenty of encouragement. Depending on the amount of changes made, and the level of difference achieved, teams were awarded either a Bronze, Silver, or Gold award as recognition for their participation and effective behavioural change. Special awards were given to individuals and teams who have shown particular enthusiasm or carried out actions of notable innovation.

Language

British English

Sharing Rights

PRME Community

Type

Public Media

Author

Gala Osborn

Published Date

2024-01-29

Degree Of Recognition

International

Media Name

https://www.sussex.ac.uk/business-school/blog/blog-articles?id=62758

Media Type

article

Duration

1 page

Title

USBS Making an Impact articles

Contributors

Madina Tash

Date

June 25, 2024

Description

Business blog dedicated to examples of the business school alumni making an impact in different social and economic spheres. One of the articles talks about Harvey Pratt, USBS 2019 graduate in Economics. The article shares the news about his successful business Floom Creative - a sustainable and ethical brand marketing agency. Read more about Harvey's story https://www.sussex.ac.uk/business-school/blog/blog-articles?id=62758 The blog serves to inspire current students, staff, alumni and local community to make an impact in different areas of sustainability.

Language

British English

Sharing Rights

PRME Community

Type

Public Media

Author

Sustainability Team

Published Date

2023-01-02

Degree Of Recognition

International

Media Name

https://www.sussex.ac.uk/about/ sustainable-university/performance/ annual-reports/dashboard

Media Type

Data tables

Duration

2 tables

Title

Annual Sustainability Report Performance Dashboard

Contributors

Madina Tash

Date

June 28, 2024

Description

The annual sustainability report performance dashboard on the Sussex University website is designed to provide a clear, comprehensive, and accessible overview of the university's sustainability performance over the past 4 years. The dashboard tracks the university's progress towards its sustainability goals and objectives. The first table includes metrics on energy consumption, carbon emissions, waste management, water usage, and other environmental impacts. The second table has details of EDI-related KPIs. By making this information publicly available, the university ensures transparency in its sustainability efforts. Stakeholders, including students, staff, and the wider community, can see how the university is performing against its commitments. .

Language

British English

Type

Public Media

Author

Sustainability Team

Published Date

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Title

University of Sussex
Supporting the
Sustainable Development
Goals

Contributors

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Description

The website is dedicated
to various ways the
University of Sussex has
been championing the
SDGs. The article
provides details of
specific projects/
partnerships, social and
research initiatives and
how they help to
accomplish particular
SDGs. This kaleidoscope
of various SDGS themed
projects provides a clear
overview of the
institutional ambition to
become one of the most
sustainable universities
in the world. The article
links every project,
discussed in the article,
with a specific SDG. .

Language

British English

Sharing Rights

PRME Community