UWE Bristol

and the

UN SDGs

Presentation by
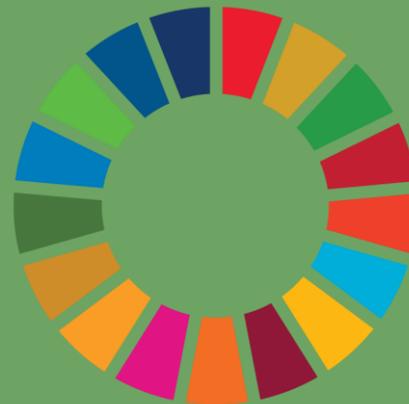
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UWE Bristol | University of the West of England

Our ambition

To be a university recognised for the success and impact of our professionally-recognised and practice-oriented programmes; our strong industry networks and connections; our agile ways of working; and our inclusive and global outlook and approach.

Our Sustainability Plan

Objectives, targets and action plans for:

- All functions

- All staff

- All students

- All programmes

Our Sustainability Plan

Commitment from the

Vice Chancellor,

the Chair of the Board of Governors and

the President of the Students' Union

Our SDG ambition

To undertake conscious and meaningful assessment of the alignment between the activities and actions of the institution and the UN Sustainable Development Goals

SDGs and UWE Bristol's Sustainability Plan

How do the themes of UWE Bristol's Sustainability Plan contribute to the ambitions of the UN SDGs?

Map identifies alignment between themes and goals

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The contribution of UWE Bristol's Sustainability Plan to meeting the UN Sustainable Development Goals

Sustainability Plan themes

1 NO POVERTY

Engagement in the Sustainability Journey

Education for Sustainable Development

Sustainable Procurement and Ethical Investment

2 ZERO HUNGER

Engagement in the Sustainability Journey

Education for Sustainable Development

Sustainable Procurement and Ethical Investment

Sustainable Food

3 GOOD HEALTH AND WELL-BEING

Engagement in the Sustainability Journey

Education for Sustainable Development

Sustainable Food

4 QUALITY EDUCATION

Engagement in the Sustainability Journey

Eucation for Sustainable Development

5 GENDER EQUALITY

Engagement in the Sustainability Journey

Education for Sustainable Development

6 CLEAN WATER AND SANITATION

Education for Sustainable Development

Water Management

7 AFFORDABLE AND CLEAN ENERGY

Education for Sustainable Development

Energy/Carbon Management

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8 DECENT WORK AND ECONOMIC GROWTH

Engagement in the Sustainability Journey

Education for Sustainable Development

Sustainable Procurement and Ethical Investment

Campus Development

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Sustainable Procurement and Ethical Investment

Campus Development

Green IT

Smarter Travel

10 REDUCED INEQUALITIES

Education for Sustainable Development

11 SUSTAINABLE CITIES AND COMMUNITIES

Education for Sustainable Development

Campus Development

Green IT

Smarter Travel

Climate Adaptation

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Sustainable Procurement and Ethical Investment

Green IT

Waste, Emissions & Discharges

Smarter Travel

Sustainable Food

13 CLIMATE ACTION

Education for Sustainable Development

Sustainable Procurement and Ethical Investment

Energy/Carbon Management

Waste, Emissions & Discharges

Campus Development

Climate Adaptation

14 LIFE BELOW WATER

Education for Sustainable Development

Sustainable Food

15 LIFE ON LAND

Education for Sustainable Development

Biodiversity

Sustainable Food

16 PEACE AND JUSTICE STRONG INSTITUTIONS

Engagement in the Sustainability Journey

Education for Sustainable Development

17 PARTNERSHIPS FOR THE GOALS

Engagement in the Sustainability Journey

Education for Sustainable Development

SDGs and curriculum at UWE Bristol

The task: To assess alignment between the UN SDGs and programmes of study at UWE Bristol

The approach

- Institution lead works with department reps to compile information for SDG 'maps'

- Reps work with relevant colleagues to develop further

The brief to reps

Work with colleagues to consider the following:

- Where and how do constituent modules offer students the opportunity to learn about issues aligned to sustainable development (see UN Sustainable Development Goals (SDGs) and their associated targets)?

- Is consideration given to the ways in which these issues are relevant to the specific discipline and its associated professions?

- In what ways might graduates of the programme to contribute towards sustainable development? (i.e. how might a business or finance professional/ accountant/ architect/ nurse/ engineer/ fashion design/computer scientist/ teacher/ paramedic/ etc. help to resolve issues highlighted within the SDGs?).

- How might professional practice be influenced/ affected by measures introduced to mitigate against issues such as inequality and climate change? (e.g. how might the current practice of relevant professions be affected if serious measures to reduce carbon emissions are implemented?)

- How are students prepared for becoming future-facing and globally responsible during the course of the programme (relevant to UWE Graduate Attributes)?

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The opportunities

- Revision of curriculum to engage more with important global issues

- Exciting and meaningful work (for staff and students) which contributes to positive change

- Enhanced student experience

The opportunities

- Better employability outcomes for graduates

- Enhanced institutional reputation

- Improved internal processes and efficiency gains

Supporting staff

- Non-obligation and flexible deadlines

- Provision of templates and guidance

- Allowing local interpretation of task

- Personal support from institutional lead and peers

The results

21 programmes/discipline areas

already engaged

120 staff contributing information

10 discipline maps produced to date

Too many new ideas and projects to

count!

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N.B. None of these maps represent an end point.

They represent stages of a process of engagement of academics, students and other curriculum stakeholders with the SDGs.

Each group will continue to reflect on the extent to which and ways in which research, teaching and learning for sustainable development need to be

developed in order to achieve the most desirable outcomes for individuals, for the institution and for society.

Midwifery

Which issues of relevance are taught within the Midwifery programme at UWE Bristol?

What issues need to be tackled which can be aided by the study and practice of the discipline of midwifery?

Midwifery at UWE Bristol and the Sustainable Development Goals

1 NO POVERTY

• Ensuring access to midwife services & care by the poor
• Models of healthcare toward a more flexible & integrated maternity service

– Holistic assessment of needs: emotional, physical, spiritual, social

2 ZERO HUNGER

• Nutrition for pregnant & lactating women
• Breastfeeding
• Effect of modern agricultural practices on maternal & newborn health

– Government schemes
– Responsive feeding local, seasonal & organic food
– Environmental toxins

• Issues to be tackled

– Taught in the Midwifery Programme

3 GOOD HEALTH AND WELL-BEING

• Wellbeing
• Mental Health
• Neonatal & maternal health
• Preventable disease

– Maternity & Paternity leave
– Continuity of care
– Natural Birth
– HIV & Hepatitis in mothers

4 QUALITY EDUCATION

• Training of midwives
• Models of education
• Education of families
• Technology & healthcare

– Evidence based practice
– Interdisciplinary
– Enquiry-based learning
– Case based education
– Digital literacy standards

5 GENDER EQUALITY

• Migration
• Understanding the role of women in different cultures
• Respecting individuals

– Models of care/delivery of care
– Individual care plans for women
– Learning from service users and carers
– Digital literacy standards
– FGM - female genital mutilation (not genetic)
– Promoting advocacy
– Reflection on Practice

6 CLEAN WATER AND SANITATION

• Breastfeeding
• Preventable disease
• Role of freshwater in lives of women

– Hygiene
– Vaccinations
– Eco Parenting

7 AFFORDABLE AND CLEAN ENERGY

• Low carbon midwifery practice
• Transportation within practice
• Energy availability for families

– Use of gases in theatre/surgery
– Eco Parenting
– Natural Birth

8 DECENT WORK AND ECONOMIC GROWTH

• Funding for healthcare
• Joined up healthcare system
• Interagency working
• Health implications of unemployment
• Inclusion of midwife care in Aid for Trade initiatives

– Efficiency in midwife practice
– Differences between consideration of social demographic group

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

• Healthcare infrastructure
• Scientific research for healthcare
• Use of digital technology

– Overseas Working & Learning experience opportunities
– Communication, transport and healthcare e.g. telemedicine/ telehealth

10 REDUCED INEQUALITIES

• Vulnerable women
• Disability
• Midwifery care for migrants

– Prison & Traveling community contexts
– Learning & physical disability
– International perspectives
– Reflection on Practice
– Working with vulnerable

11 SUSTAINABLE CITIES AND COMMUNITIES

• Access to healthcare facilities
• Models of healthcare

– Social, medical & biomedical considerations in urban and rural contexts

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

• Sustainability healthcare practice
• Living in harmony with nature
• Procurement of healthcare equipment

– Nappies
– Use of Medical Equipment
– Eco-parenting

13 CLIMATE ACTION

• Resistance
• Transport
• Emergency midwife care in disaster-stricken area

– Health as a core component of human resilience
– Clients to professional and vice versa

14 LIFE BELOW WATER

• Waste reduction
• Healthcare links to marine environments

– Awareness of waste minimisation & waste disposal
– Waste Minimisation in clinical training
– Eco-parenting
– NHS Sustainable development Strategy
– Reflection on Practice

15 LIFE ON LAND

• Waste reduction
• Green Space and health
• Healthcare links to terrestrial environments

– Mental wellbeing
– Reflection on Practice
– Eco-parenting

16 PEACE AND JUSTICE STRONG INSTITUTIONS

• Holistic assessment
• Community Care
• Healthcare systems

– Family centred care
– Community Care
– Respecting individuals
– Reflection on Practice
– Small group care

17 PARTNERSHIPS FOR THE GOALS

• National health policy
• International health partnerships
• Public/private healthcare provision

– Responsive endorsement of sustainability
– Global learning
– International perspectives
– NHS manager shadowing

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Architecture

Which modules of the architecture programmes deliver learning relevant to the SDGs?

BA (Hons) Architecture & Planning

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1 NO POVERTY

Modules:
Healthy Sustainable Communities (Level 1)
Planning Global Cites (Level 3)

2 ZERO HUNGER

Modules:
Studio 2 (Level 2)

3 GOOD HEALTH AND WELL-BEING

Modules:
Healthy Sustainable Communities (Level 1)
Future Places (Level 2)
Integrated Practice Studio (Level 3.2)

4 QUALITY EDUCATION

Modules:
Healthy Sustainable Communities (Level 1)
Collaborative Practice (Level 3.1)
Agency Project (Level 3.2)

5 GENDER EQUALITY

Modules:
Theories of Planning (Level 3.1)
Collaborative Practice (Level 3.1)
Theories of Architecture (level 3.2)

6 CLEAN WATER AND SANITATION

Connections still under consideration

7 AFFORDABLE AND CLEAN ENERGY

Modules:
Healthy Sustainable Communities (Level 1)
Technical Studio 1 (Level 1)
Studio 2 (Level 2)

8 DECENT WORK AND ECONOMIC GROWTH

Modules:
Collaborative Practice (Level 3.1)
Planning Global Cities (Level 3.1)
Agency project (Level 3.2)

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Modules:
Healthy Sustainable Communities (Level 1)
Studio 2 (Level 2)

10 REDUCED INEQUALITIES

Modules:
Planning Global Cities (Level 3.1)
Theories of Planning (Level 3.1

11 SUSTAINABLE CITIES AND COMMUNITIES

Modules:
Healthy Sustainable Communities (Level 1)
Future Places (Level 2)
Planning Global Cities (Level 3.1)
Studio 3 (Level 3.1)
Integrated Practice Studio (Level 3.2)
Studio 4 (Level 3.2)

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Modules:
Healthy Sustainable Communities (Level 1)

13 CLIMATE ACTION

Modules:
Healthy Sustainable Communities (Level 1)
Technical Studio 1 (Level 1)
Studio 2 (Level 2)
Studio 3 (Level 3.1)

14 LIFE BELOW WATER
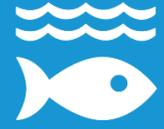
Connections still under consideration

15 LIFE ON LAND

Connections still under consideration

16 PEACE AND JUSTICE STRONG INSTITUTIONS

Modules:
Planning Global Cities (Level 3.1)

17 PARTNERSHIPS FOR THE GOALS

Modules:
Agency Project (Level 3.2)
Live Project s (extra curricula)

BEng (Hons) Architecture & Environmental Engineering

1 NO POVERTY

Connections still under consideration

2 ZERO HUNGER

Connections still under consideration

3 GOOD HEALTH AND WELL-BEING

Modules:
Building Physics & Services (Level 1)
Engineering Buildings for Use (Level 3.1)

4 QUALITY EDUCATION

Modules:
Building Physics & Services (Level 1)
Engineering Buildings for Use (Level 3.1)
Collaborative Practice (Level 3.1)
Energy Management & Performance Evaluation (Level 3.2)

5 GENDER EQUALITY

Modules:
Collaborative Practice (Level 3.1)
Theories of Architecture (level 3.2)

6 CLEAN WATER AND SANITATION

Modules:
Building Physics & Services (Level 1)

7 AFFORDABLE AND CLEAN ENERGY

Modules:
Building Physics & Services (Level 1)
Technical Studio 1 (Level 1)
Energy Transformations (Level 2)
Studio 2 (Level 2)
Strategic Design & Energy Simulations (level 3.1)
Energy Management & Performance Evaluation (Level 3.2)

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8 DECENT WORK AND ECONOMIC GROWTH

Modules:
Collaborative Practice (Level 3.1)

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Modules:
Strategic Design & Energy Simulations (level 3.1)
Energy Management & Performance Evaluation (Level 3.2)
Studio 2 (Level 2)

10 REDUCED INEQUALITIES

Modules:
Building Physics & Services (Level 1)
Engineering Buildings for Use (Level 3.1)

11 SUSTAINABLE CITIES AND COMMUNITIES

Modules:
Building Physics & Services (Level 1)
Strategic Design & Energy Simulations (level 3.1)
Design & Engineering Studio 3 (Level 3.1)
Design & Engineering Studio 4 (Level 3.2)

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Modules:
Building Physics & Services (Level 1)
Strategic Design & Energy Simulations (level 3.1)

13 CLIMATE ACTION

Modules:
Building Physics & Services (Level 1)
Technical Studio 1 (Level 1)
Studio 2 (Level 2)
Design & Engineering Studio 3 (Level 3.1)

14 LIFE BELOW WATER

Connections still under consideration

15 LIFE ON LAND

Connections still under consideration

16 PEACE AND JUSTICE STRONG INSTITUTIONS

Connections still under consideration

17 PARTNERSHIPS FOR THE GOALS

Modules:
Live Project s (extra curricula)

Construction

Which issues represented in the SDG targets are included in Quantity Surveying and Construction Property Management programmes?

Which modules are most focused on issues of relevance?

1 NO POVERTY

Sustainable development linked to environmental and economic issues including sustainable construction and development and related government policies

Modules:
Level 1 Law, Economics and Management; Level 3 Advanced Quantity Surveying.

2 ZERO HUNGER

Connections still under consideration

BSc (Hons) Quantity Surveying & Commercial Management / BSc (Hons) Construction Project Management

Issues of relevance

Place in Undergraduate Programmes

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3 GOOD HEALTH AND WELL-BEING

Human health and built environment related to construction design and use of appropriate technologies and site health and safety.

Modules:
Level 1 Building Science, Construction technology and services;
Level 2 Construction Technology and Building Sservices, Project Management Health and Ssafety Risk Management; Level 3 International Cost Management, Commercial Development.

4 QUALITY EDUCATION

Development and practice of generic academic and professional skills including writing, research and presentation skills.

Modules:
Level 1 Law Economics and Management, Level 2 QS Project, Procurement and Contract Practice, Professioanl Practice for Built Environment Professionals;
Level 3 Commercial Management, Collaborative Practice.

5 GENDER EQUALITY

Gender and other equality issues in context of HR management, recruitment and employment law.

Modules:
Level 3 HR and Financial Management.

6 CLEAN WATER AND SANITATION

Connections still under consideration

7 AFFORDABLE AND CLEAN ENERGY

Development and efficient use of renewable energy in construction and use of buildings including life cycle analysis.

Modules:
Level 1 Building Science, Construction Technology and Services;
Level 2 Construction Technology and Building services, Design and Development Economics;
Level 3 Advanced Quantity Surveying.

8 DECENT WORK AND ECONOMIC GROWTH

Construction as a measure and generator of economic growth and support for professional development of students on placement or in the workplace.

Modules:
Level 1 Law, Economics and Management; Level 2 Professional Practice for Built Environment Professionals.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Economics of infrastructure development and technological innovation in the construction industry e.g. MMC and BIM.

Modules:
Law, Economics and Management; Level 3 Advanced Quantity Surveying.

10 REDUCED INEQUALITIES

Sustainable development linked to climate change, globalisation and management of finite resources.

Modules:
Modules Level 1 Law, Economics and Management; Level 3 Advanced Quantity Surveying.

11 SUSTAINABLE CITIES AND COMMUNITIES

Government policy and interventions on waste management, environmental impact, planning and social impact , energy and environmental assessment of buildings and development.

Modules:
Level 1 Law, Economics and Management; Level 2 Construction Technology and Building Services; Level 3 Advanced Quantity Surveying.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Waste management energy efficiency and whole life management and assessment of assets.

Modules:
Level 1 Building Science, Construction Technology and Services;
Level 2 Construction Technology and Building services;
Level 3 Advanced Quantity Surveying.

13 CLIMATE ACTION

Connections still under consideration

14 LIFE BELOW WATER

Connections still under consideration

15 LIFE ON LAND

Connections still under consideration

16 PEACE AND JUSTICE STRONG INSTITUTIONS

Operation of UK legal system in general and in context of commerce and professional ethics.

Modules:
Level 1 Law, Economics and Management; Level 2 Procurement and Contract Practice, Professional Practice for Built Environment Professionals; Level 3 Commercial Management.

17 PARTNERSHIPS FOR THE GOALS

Development of interdisciplinary approach based on collaborative professional understanding and partnerships.

Modules:
Level 3 Collaborative Practice.

Public health

In what ways does the Public Health programme at UWE Bristol connect to the ambitions of the UN SDGs?

Sustainable Development Goals and Public Health (MSc)

The Public Health programme is designed from an ecological/health promotion approach. Many issues related to the Sustainable Development Goals (SDGs) are introduced and explored at multiple points in this programme as described below.

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1 NO POVERTY
Course considers the global burden of disease with research being used to highlight inequalities in health outcomes. Distribution of causes of death and relationship to diet are also explored.

2 ZERO HUNGER
Epidemiology module includes focus on food and nutrition.

3 GOOD HEALTH AND WELL-BEING
Health and well-being are the raison d'être of the whole public health programme. Further, there is a focus on social justice, capacity building and working with communities, all components of this SDG.

– HIV & Hepatitis in mothers

4 QUALITY EDUCATION
The importance of including health awareness in early education is discussed in the programme. There is also discussion of how hard to reach groups might be targeted through education. The Marmot Review 'Fair Society, Healthy Lives' on effective evidence-based strategies for reducing health inequalities is discussed during the course. The Review identifies education as both a social determinant of health and a component of solutions to improving health equality.

5 GENDER EQUALITY
Inequalities of all kinds are explored in the programme, including in relation to gender. This topic is also frequently chosen by students as a focus for their dissertations.

6 CLEAN WATER AND SANITATION
A module on health protection includes specific reference to the importance of clean water in relation to communicable disease. Water is also implicitly relevant to determinants of health discussed in other modules.

7 AFFORDABLE AND CLEAN ENERGY
Energy is not currently explicitly considered in this programme.

8 DECENT WORK AND ECONOMIC GROWTH
Issues related to socio-economic health inequalities are discussed in this programme, including links between levels of economic development and health. In particular, the relationship between previous models of economic development, with rapid increases in industrialisation, and public health issues such as air pollution are investigated. Consideration is made of ways in which currently underdeveloped regions and nations might develop in ways which are less environmentally and therefore health damaging.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
Issues of industry are not explicitly considered in this programme. Health related innovation and infrastructure are discussed implicitly. Further, impacts of motorisation on health and safety are explored.

10 REDUCED INEQUALITIES
The theme of inequality is explored in modules including Introduction to Public Health, Health Promotion, Epidemiology and Public Health Policy and Politics, among others.

11 SUSTAINABLE CITIES AND COMMUNITIES
Consideration is made of differences in health outcomes between urban and rural areas. Interdisciplinary teaching activities are facilitated between the health discipline based academics and academics from the Faculty of Environment and Technology. Impacts of urbanisation are part of these discussions.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION
Components of this goal are covered explicitly in the public health programme. Food, including consideration of food waste, is referenced at many points in the programme. Further, the impact of chemicals and waste on air, soil and water, and ultimately public health are explored in detail. Provision of information related to the promotion of good public health is core to this programme.

13 CLIMATE ACTION
Changing climate is referenced in this programme in the context of potential implications for the spread of communicable disease. Further, measures which may be required to protect public health in the event of increased frequency and severity of flooding events is also mentioned.

14 LIFE BELOW WATER
Issues related to life below water are not currently included in this programme.

15 LIFE ON LAND
The importance of green space on mental health and for physical exercise is recognised and discussed within the public health programme. Discussion of

16 PEACE AND JUSTICE STRONG INSTITUTIONS
Issues of migration are referred to in this programme in the context of the importance of government policy on public health (direct and indirect). The UK Public Health Outcomes Framework 2013-2016 is analysed and the role of the World Health Organisation is explored. As such, components of SDG 16 are considered in this programme.

17 PARTNERSHIPS FOR THE GOALS
The role of the World Health Organisation in promoting and facilitating improvements in public health is explored implicitly throughout this programme. The need for trained public health professionals in achieving these objectives is also discussed and such professionals are produced by the programme. The necessary competencies of such professionals are considered, and these inform the programme structure.

Environmental Science

What solutions to issues represented in the SDGs might derive from the discipline of environmental science?

Which modules of the programme deliver learning relevant to the SDGs?

BSc Environmental Science (Hons)

Solutions

Place in Environmental Science Programme

1 NO POVERTY

Sustainable development linked to environmental and economic issues including sustainable construction and development and related government policies

Modules:
Level 1 Law, Economics and Management; Level 3 Advanced Quantity Surveying.

2 ZERO HUNGER

Connections still under consideration

3 GOOD HEALTH AND WELL-BEING

Human health and built environment related to construction design and use of appropriate technologies and site health and safety.

Modules:
Level 1 Building Science, Construction technology and services;
Level 2 Construction Technology and Building Sservices, Project Management Health and Ssafety Risk Management; Level 3 International Cost Management, Commercial Development.

4 QUALITY EDUCATION

Development and practice of generic academic and professional skills including writing, research and presentation skills.

Modules:
Level 1 Law Economics and Management, Level 2 QS Project, Procurement and Contract Practice, Professioanl Practice for Built Environment Professionals;
Level 3 Commercial Management, Collaborative Practice.

5 GENDER EQUALITY

Gender and other equality issues in context of HR management, recruitment and employment law.

Modules:
Level 3 HR and Financial Management.

6 CLEAN WATER AND SANITATION

Historical case studies of pollution; Arsenic poisoning; Waste water recycling research; Microbial fuel cells; Wetland restoration

Modules:
Level 1 Environment and Society;
Level 2 People and Environmental Change
Research: Waste water recycling research;
Microbial fuel cells.

7 AFFORDABLE AND CLEAN ENERGY

Development and efficient use of renewable energy in construction and use of buildings including life cycle analysis.

Modules:
Level 1 Building Science, Construction Technology and Services;
Level 2 Construction Technology and Building services, Design and Development Economics;
Level 3 Advanced Quantity Surveying.

8 DECENT WORK AND ECONOMIC GROWTH

Economic growth not sustainable – movement towards a steady-state economy; creativity and innovation; field trips and job market

Modules:
Level 1 Environment and Society;
Level 2 People and Environmental Change
Level 3 Scientific Frontiers and Enterprise

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Climate change and economic development; planning and policy; carbon and energy; green economy

Modules:
Level 2 People and Environmental Change
Level 3 Energy Technologies
Level 3 Scientific Frontiers and Enterprise + RSS

10 REDUCED INEQUALITIES

Sustainable development linked to environmental issues particularly climate change risks, vulnerability and economic progress

Modules:
Level 1 Environment and Society;
Level 2 People and Environmental Change
Level 3 Tropical expedition - field trips to tropics

11 SUSTAINABLE CITIES AND COMMUNITIES

Climate change; planning and policy; carbon and energy; green economy change matters/ green capital award; Voluntary award

Modules:
Level 1 Environment and Society;
Level 2 People and Environmental Change
Level 3 Energy Technologies

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Food and farming; waste management; life cycle assessment; local pollution; energy from waste; anaerobic digestion; biofuels

Modules:
Level 1 Environment and Society;
Level 2 People and Environmental Change
Level 3 Energy technologies; RSS

13 CLIMATE ACTION

Physical science; impact, vulnerability and adaptation; mitigation; energy technologies; land use change; agricultural interventions; steady-state economy; resilience and risk

Modules:
Level 1 Environment and Society;
Level 2 People and Environmental Change
Level 3 Energy Technologies

14 LIFE BELOW WATER

Biogeochemistry; ocean acidification; marine ecosystems; marine waste disposal; micro-plastics; sustainable fisheries management

Modules:
Level 2 Earth System Science; People and Environmental Change;
Level 3 Resource and Sustainability; Marine ecosystems
NERC research

15 LIFE ON LAND

Biogeochemistry; soils; ecosystems; agriculture; biodiversity loss; ecosystem services; land management and restoration; agricultural technologies

Modules:
Level 1 The Earth; Environment and Society
Level 2 Earth System Science; People and Environmental Change; Ecology + Ecosystems
Level 3 Forests and Agricultural Systems

16 PEACE AND JUSTICE STRONG INSTITUTIONS

Connections still under consideration

17 PARTNERSHIPS FOR THE GOALS

Connections still under consideration

Human Geography

Which of the issues represented in the SDG targets are core to the Human Geography programme?

Which modules are most focused on issues of relevance?

BA (Hons) Geography

Issues of relevance

Place in Undergraduate Programme

1 NO POVERTY

Resilience of the poor
Mobilisation of resources from a variety of sources
Policy frameworks at national and international levels for poverty eradication
Pro-poor tourism and tourism for sustainable development

Modules:
Environmental Management in the Global South
Rural Change and Development
International Tourism Development and Environment

2 ZERO HUNGER

Food security
Sustainable food production systems
Resilient agricultural practices
Global trade agreements and world agricultural markets

Modules:
Geographies of Security
Rural Change and Development
Practising Sustainability

3 GOOD HEALTH AND WELL-BEING

Management of global health risks
Good quality and affordable universal health coverage
Youth health and development
Mapping of health indicators

Modules:
Geographies of Globalisation
Environmental Management in the Global South
Society, Youth and Ageing
GIS and Remote Sensing Applications

4 QUALITY EDUCATION

Gender equality
Human rights
Sustainable lifestyles
Role of education in environmental protection

Modules:
Culture, Society and Place
Geographies of Globalisation
International Tourism Development and Environment

5 GENDER EQUALITY

Equitable access to resources
Labour markets
Equal rights to economic resources

Modules:
Culture, Society and Place
Geographies of Globalisation
International Tourism Development and Environment

6 CLEAN WATER AND SANITATION

Universal and equitable access to safe and affordable drinking water
Integrated water resources management
International cooperation and capacity building support to developing countries
Water use by tourism industry
Participation of local communities in improving water management

Modules:
Integrated Water Management
Environmental Management in the Global South
International Tourism Development and Environment

7 AFFORDABLE AND CLEAN ENERGY

Increasing the share of renewable energy in the global energy mix
International cooperation to facilitate access to clean energy

Modules:
Managing Global Resources
Renewable Energy

8 DECENT WORK AND ECONOMIC GROWTH

Sustainable economic development
Sustainable management of tourism
Global trade systems and agreements
Equitable employment markets for all
Entrepreneurship, creativity and innovation

Modules:
Transforming Cities
Geographies of Globalisation
International Tourism Development and Environment
Society, Youth and Ageing

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Sustainable transport
Sustainable and resilient infrastructure development
Entrepreneurship, creativity and innovation

Modules:
Practising Sustainability
Environmental Management in the Global South
Integrated Water Management

10 REDUCED INEQUALITIES

Global trade systems, including fair trade
Responsible migration and movement of people
Policy development for equal opportunities and reduced inequalities
Equal access to resources
Climate justice

Modules:
Geographies of Globalisation
Migration, Policy and Society
International Tourism Development and Environment
Environmental Challenges

11 SUSTAINABLE CITIES AND COMMUNITIES

Inclusive and sustainable urbanisation
Positive economic, social and environmental links between urban and rural areas
Integrated policies and plans to mitigate climate change

Modules:
Environmental Challenges
Environmental Management in the Global South
Regenerating Cities
Transforming Cities

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Human rights abuses associated with production of consumer goods
Sustainable management and efficient use of resources
Impacts of rapid technological and economic development and globalisation

Modules:
Environmental Challenges
Practising Sustainability
Managing Global Resources
Renewable Energy

13 CLIMATE ACTION

Climate change science
International measures for mitigating climate change
National and international strategies and policy relating to climate change

Modules:
Environmental Challenges
Renewable Energy
International Tourism Development and Environment

14 LIFE BELOW WATER

Management of common global resources: marine environments
Management of fisheries and development of marine protected areas
Environmental systems and processes
Ecosystem and biodiversity values

Modules:
Geographies of Globalisation
Geographies of Security
Managing Global Resources

15 LIFE ON LAND

Management of common global resources: biodiversity and ecosystems
Environmental systems and processes
Ecosystem and biodiversity values
Sustainable forest management

Modules:
Geographies of Globalisation
Geographies of Security
Environmental Challenges
Managing Global Resources

16 PEACE AND JUSTICE STRONG INSTITUTIONS

Debates on youth unemployment and crime
Planning for issues such as border security, exploitation, trafficking and abuse
Participatory and representative development
Global governance

Modules:
Society, Youth and Ageing
Geographies of Globalisation
Migration, Policy and Society

17 PARTNERSHIPS FOR THE GOALS

Contemporary challenges posed by globalisation
Supranational agencies and sustainable development
Stakeholder partnerships and capacity building
Public-private and civil society partnerships

Modules:
Geographies of Globalisation
International Tourism Development and Environment
Transforming Cities

Law

How relevant are issues contained within each goal to each module of the LLM programme?

Master of Laws (LLM) Programme

Relevance legend: **Highly relevant** (red), **Relevant** (orange), **Limited relevance** (tan). Blank = not indicated.

SDG columns:
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 and Justice Strong Institutions
17. Partnerships for the Goals

(H = Highly relevant, R = Relevant, L = Limited relevance)

Modules	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
International Law and Institutions UJGT5D-15-M	L	L	L	R	L	L	L	L	H	H	L	L	L	L	L	H	H
Contemporary Research Project UJGUPG-15-M	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
Information Technology Law UJGUPH-15-M	L	L	L	R	L	L	L	L	R	L	L	L	L	L	L	L	L
International Commercial Disputes UJGUPJ-15-M	L	L	L	L	L	L	L	H	H	L	L	L	L	L	L	H	R
International Financial Crime UJGUPK-15-M	L	L	L	L	L	L	L	H	H	L	L	L	L	L	L	R	R
International Intellectual Property Law UJGUPL-15-M	L	L	L	L	L	L	L	L	H	L	L	L	L	L	L	L	L
International Humanitarian Law UJGT8E-15-M	H	R	H	R	H	H	R	R	R	H	L	L	L	L	L	H	H
World Trade Organisation Law UJGUPM-15-M	R	L	R	R	R	R	R	H	H	R	L	R	L	L	L	L	H
Natural Resources Law UJGUPN-15-M	R	H	R	R	R	R	R	R	R	R	R	H	R	H	H	L	R
Corporate Governance and Corporate Social Responsibility UJGUPP-15-M	R	R	R	R	R	R	R	H	H	R	L	H	R	L	L	R	R
European Environmental Law and Policy UJGUPQ-15-M	R	R	R	R	R	H	R	R	H	R	R	H	H	R	R	L	R
Shipping Law UJGUPR-15-M	L	L	L	L	L	L	L	R	L	L	L	R	R	H	L	L	R
International Employment Law UJGUPS-15-M	L	L	L	R	R	L	L	L	L	L	L	L	L	L	L	L	L
Research Methods UJGUP7-15-M	L	L	L	R	L	L	L	L	L	L	L	L	L	L	L	L	L
Globalisation and the Law UJGUP9-15-M	H	R	R	R	R	R	R	H	R	R	R	H	R	L	L	L	R
International Competition Law UJGUPA-15-M	L	L	L	L	L	L	L	R	R	R	L	L	L	L	L	L	R
International Environmental Law UJGUPD-15-M	R	H	R	R	H	H	R	R	R	R	H	H	H	H	H	L	R
International Human Rights Law UJGUPE-15-M	H	R	H	H	H	R	R	R	H	H	R	R	R	L	R	H	R
International Banking and Finance Law UJGUPF-15-M	L	L	L	L	L	L	L	H	H	H	L	L	L	L	L	L	R

Information Technology

Which of the issues represented in the SDG targets are included in the IT Management for Business programme?

Which modules are most focused on issues of relevance?

BSc(Hons) Information Technology Management for Business (ITMB)

Issues of relevance

Place in the ITMB Programme

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1 NO POVERTY

IT enabling access to resources e.g. financial services, land registries and supporting resilience.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCFP6-30-3 The Information Practitioner 3 and 6 other modules

2 ZERO HUNGER

Role of logistics systems in food distribution. Productivity improvement through Smart agriculture.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCFP6-30-3 The Information Practitioner 3 and 6 other modules

3 GOOD HEALTH AND WELL-BEING

Use of telehealth to widen healthcare coverage and App-supported healthy behaviour change

Modules:
UFCF6X-30-2 eBusiness
UFCFP5-30-3 The Information Practitioner 3
UMSD7T-15-3 Strategic Management
And 7 other modules

4 QUALITY EDUCATION

ITMB students have extensive learning in Entrepreneurship. Importance of lifelong learning in information systems. Changing nature of skills. Broadening access to education through online learning.

Modules:
UMSD87-15-3 Business Innovation and Growth
UFCF6X-30-2 eBusiness
UFCFP6-30-3 The Information Practitioner 3
And 10 other modules

5 GENDER EQUALITY

Learning about leadership, gender and diversity. Role of IT in enabling work opportunities which improve gender equality e.g. working from home

Modules:
UFCF6X-30-2 eBusiness
UFCFP6-30-3 The Information Practitioner 3
UMSD7T-15-3 Strategic Management
UMODP6F-15-3 Organisational Leadership
And 7 other modules

6 CLEAN WATER AND SANITATION

Role of IT in Integrated Water Resource Management. IT systems for running Water companies.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCFP5-30-3 The Information Practitioner 3 and 6 other modules

7 AFFORDABLE AND CLEAN ENERGY

Carbon footprint arising from IT use of electricity (about 3% of global GHG emissions). Imperative to decarbonise IT. Smart Grids.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCFP6-30-3 The Information Practitioner 3 and 6 other modules

8 DECENT WORK AND ECONOMIC GROWTH

Impact of technology on work. Role of entrepreneurship in creating work and growth.

Modules:
UMSD87-15-3 Business Innovation and Growth
UFCFA5-15-3 Information Networks and Society
UFCFE6-15-3 Professional Experience
And 15 other modules

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Guru lectures on areas of IT driven innovation. Role of IT in disrupting old business models and creating new value. Importance of IT infrastructure in enabling innovation.

Modules:
UFCFP3-30-1 Business Applications
UMSD7T-15-3 Strategic Management
UFCF6X-30-2 eBusiness
And 13 other modules

10 REDUCED INEQUALITIES

Key issues raised by ICTs that give rise to ethical concerns. Impact of disruptive technologies on wealth distribution. Precarious work. Use of IT to widen equality of opportunity.

Modules:
UFCFP6-30-3 The Information Practitioner 3
UMSD7T-15-3 Strategic Management
UFCFB5-15-3 Ethical and Professional Issues in Computing and Digital Media
And 7 other modules

11 SUSTAINABLE CITIES AND COMMUNITIES

Smart City systems. IT in management of city traffic. Role of IT in supporting citizen engagement in urban planning.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UMODDP-15-1 Understanding Organisations and people
and 8 other modules

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Role of IT in supply chain. Guru lectures on areas of IT driven innovation. Food waste reduction. IT in business sustainability reporting.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCFP3-30-1 Business Applications
UFCFP6-30-3 The Information Practitioner 3 and 9 other modules

13 CLIMATE ACTION

Key role of IT in carbon reduction (required for 20% of GHG reductions by 2030). Reducing the carbon footprint arising from IT use of electricity (about 3% of global GHG emissions).

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCFP6-30-3 The Information Practitioner 3 and 7 other modules

14 LIFE BELOW WATER

Responsible management of eWaste to reduce water pollution. Use of remote sensing for fisheries management / protection.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCFP6-30-3 The Information Practitioner 3 and 6 other modules

15 LIFE ON LAND

IT in sharing benefits of genetic resources. Remote sensing for conservation.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCFP6-30-3 The Information Practitioner 3 and 6 other modules

16 PEACE AND JUSTICE STRONG INSTITUTIONS

Social consequences of technological innovation. Issues of surveillance and cybercrime. Socio-technical hybrid nature of information practice.

Modules:
UFCFA5-15-3 Information Networks and Society
UFCFB5-15-3 Ethical and Professional Issues in Computing and Digital Media
UMODDP-15-1 Understanding Organisations and people
And 12 other modules

17 PARTNERSHIPS FOR THE GOALS

Ability to adapt to different academic and cultural settings. Technology sharing and cooperation. Role of the Technology Bank.

Modules:
UFCFWJ-15-3 International Experience
UFCF6X-30-2 eBusiness
UFCFP6-30-3 The Information Practitioner 3 and 9 other modules

Marketing, Events and Tourism

Which issues of relevance are currently included in modules led by or are the focus of research activity being undertaken by this disciplinary team?

Which modules contain relevant issues?

1 NO POVERTY

- Marketing and Corporate Social Responsibility (Various Marketing Courses)
- Marketing environment scanning via PEST analysis. PEST analysis (political, economic, social and technological) describes a framework of macro-environmental factors used in the environmental scanning component of strategic management. It gives an overview of the different macro-environmental factors to be taken into consideration. It is a strategic tool for understanding market growth or decline, business position, potential and direction for operations. (Understanding the Market Process)
- Addressing ensuing global issues such as human rights, poverty, exploitation of labour (women and children in particular). Discussed as part of macro analysis (Global Marketing PG).
- Human rights, poverty touched on but not in depth (Planning and Managing Events - L2 and Tourism and Events in Context - L1).
- The bottom of the pyramid marketing issues with current relevance (Global Marketing Management).
- Case Study: Disney Consumer Products: Marketing Nutrition to Children. In an effort to capture market share in the children's foods category, Disney Consumer Products (DCP) debuted a broad line of better for you foods, ranging from fresh fruits and vegetables to frozen meals, through a partnership with Kroger supermarkets. In answer to a global obesity epidemic, DCP reformulated existing products and introduced new ones, which met stringent nutritional requirements. (Project: Centre for the Study of Behaviour Change and Influence)
- Behavioural Change and Technology. Working on a model of how technology can be used to change people's behaviour - the E-A-S-T approach (extend-amplify-shape-transform). This model allows for the design of technological interventions to be tailored to the behaviour to be changed by exploiting underlying motivations. (Project: Centre for the Study of Behaviour Change and Influence)
- Quantified workplace and corporate responsibility. In collaboration with University of Middlesex, CCBCI are conducting a longitudinal observational study on the impact of Quantified Self solutions in the real workplace including issues such as corporate responsibility and cyber-ethics. (Project: Centre for the Study of Behaviour Change and Influence)
- Teaching Sustainability issues via the use of case studies. For example: Delivering Customer Requirements and meeting customer needs.
- Professional Development: Social Marketing - A Practical Approach. Issues covered include the following:

2 ZERO HUNGER

- Role of logistics systems in food distribution. (Meeting Customer Needs, Masters)
- Discussions of corporate communications regarding food insecurity (Promotion and Society MSc).
- Corporate Social Responsibility (Various Marketing Courses, UG/PG)

4 QUALITY EDUCATION

- Teaching of personal selling or sales management provides informative background material on different approaches to analysing ethical decisions in personal selling. Instilling into our students the managerial and leadership skills and competencies that are relevant to the imperative of sustainability.
- Focus throughout on responsible management (Promotion and Society - MSc and Integrated Marketing Communications at PG and UG).
- Part of the session on ethics, considering the role of PR practitioners balancing the needs of different groups (Public Relations).
- Relevant content in Contemporary Marketing Practice (PG) and Contemporary issues in Marketing (UG).
- Examination of ethical guidelines, practice and long term impact of contravening those (Methods of Enquiry - L2).
- Ethics discussions around responsible research and around participants (confidentiality, anonymity etc.) (Research Methods, MSc).
- Marketing philosophies (L1) (Understanding the Market Process).
- Branding and planning issues discussion (Contemporary Issues in Marketing - L3).
- Chartered Institute of Management Accountants (CIMA) /MBA case studies cover sustainability issues
- Teaching sustainably issues via the use case studies. (Delivering Customer Requirements and meeting customer Needs, Masters). Case studies used include the following:

Unilever's mission for vitality. Dave Example and Disney Consumer Products: Marketing Nutrition to Children. In an effort to capture market share in the children's foods category, Disney Consumer Products (DCP) debuted a broad line of better for you foods, ranging from fresh fruits and vegetables to frozen meals, through a partnership with Kroger supermarkets. In answer to a global obesity epidemic, DCP reformulated existing products and introduced new ones which met stringent nutritional requirements.

- Social Marketing taught at UG and PG. The following are covered:
  - *Corporate Social Marketing: It deals with behavior change campaigns.*
  - *Cause Marketing: It deals with supporting social causes through paid sponsorships of promotional efforts.*
  - *Cause Related marketing: It deals with donating a percentage of revenues to a specific cause based on product sales during an announced period of time.*
  - *Corporate Philanthropy: It deals with making direct contributions to a charity or cause, usually in the form of grants or donations.*
  - *Community Volunteering: It deals with providing volunteer services in the community.*
  - *Responsible Business practices: It deals with adopting discretionary business practices and investments that support social causes*

3 GOOD HEALTH AND WELL-BEING

- Case Study of product/service tangibly. Walmart's new Sustainability Leaders badge system. In developing the program, Walmart has focused on providing functional benefits for consumers. Walmart 'badges' best in class brands based on Sustainability Consortium data, so that consumers can choose sustainable products easily, at the value price-points they are used to. (Delivering Customer Requirements)
- Comparative study of sun bed use. This research aimed to understand whether the ban on underage sun bed use has been effective in the different constituent notions of the UK. The research also aims to understand what impact the reforms have had on attitudes and awareness of the legislation and the dangers of sun bed use. (Project: Centre for the Study of Behaviour Change and Influence)
- Professional Development: Social Marketing - A Practical Approach. Issues covered include the following:
  - Promoting sustainable travel
  - Road safety
  - Encouraging healthy behaviours
  - Recycling
  - Sun safe behaviours

5 GENDER EQUALITY

- Marketing and corporate responsibility. Case study examples used. Giving back to communities
- Considering different publics and their concerns, how these can be addressed by organisations (Public Relations).
- Gender/women and their representation in the media. Promotion and Society and Integrated Marketing Communications (P/G)
- Addressing strategic and operational solutions that organisations can adopt in order to implement a pro-sustainability change. Promotion and Society (MSc). Discuss how issues (e.g.) gender can be addressed by the ethical marketer.
- Equality and the gender pay gap project (Project: Centre for the Study of Behaviour Change and Influence)
- Review of government equality monitoring scheme (Project: Centre for the Study of Behaviour Change and Influence)
- Teaching sustainably issues via the use case studies. (Delivering Customer Requirements and meeting customer Needs, Masters). Case studies used include the following:

6 CLEAN WATER AND SANITATION

Connections still under consideration

7 AFFORDABLE AND CLEAN ENERGY

Connections still under consideration

8 DECENT WORK AND ECONOMIC GROWTH

- Exposing to a critical scrutiny the notion of corporate social responsibility (CSR), business ethics, social good, sustainable / international development and international aid. Taught as part of 'social impact' of events (Planning and Managing Events - L2).
- Within the 'ethics' study unit where we consider and examine potential problems in using digital marketing e.g. paying Facebook/Google, protecting privacy (Digital Marketing and Interactive Digital Marketing – L3 and MSc).
- Crisis management - Implications for brand image of poor practice (Brand Management - L3).
- Corporate Social Responsibility (Integrated Marketing Communications)
- Long-term marketing plans are important and there are three main steps to creating one:
- Marketing Strategy taught across various marketing courses includes the following:

  Firstly:
  Carry out a risk review. This demands creating a long term plan in which the company defines the probable future.

  Secondly:
  Create an opportunity review. It turns risk on its head and begins to imagine and create new markets for a new world. It involves defining your preferred future.

  Thirdly:
  The third step is to create and then continually review the long term marketing plan. It often leads to market innovation. Case Study Example, 'Dove', a new hotel brand, was opened by InterContinental Hotels with a focus on travellers committed to wellness.

- IBM 2012 CEO Survey concluded: "Engaging customers as individuals involves far more than responding in a singular fashion; it is about knowing a customer as a whole human being – with interests, attitudes and life circumstances that colour preferences and needs".

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

- Marketing environment (PEST) and marketing role (Understanding the Market Process)
- New technology and new ways of working, for example AirBnB and Uber and the 'sharing economy' are discussed (Delivering Customer Requirements, Masters)
- Use of digital technology (Digital marketing)
- The changing sales environment, resource management and negotiating buyer concerns, which included complaints management, customer needs analysis and organisational message transformation (Key Account Management)
- Marketing Strategies incorporate Segmentation. Segmentation helps marketers to identify potential target groups, which can then be offered products in a suitable way.
- Within the within study unit there is an examination of potential problems in using digital marketing, e.g. paying Facebook/Google, protecting privacy (Digital Marketing and Interactive Digital Marketing - L3 and MSc).
- Propaganda explored in corporate communications (Promotion and Society - Masters).

10 REDUCED INEQUALITIES

- Learning and physical Disability
- Lecture on ethics and CSR in week 2 (Applied Marketing Practice - L2).

11 SUSTAINABLE CITIES AND COMMUNITIES

- Bike to work / cycling (Project: Centre for the Study of Behaviour Change and Influence)
- Exploring the impact of business on the ecological crisis (overuse of un-renewable natural resources, climate change and endangered biodiversity). Discussed in relation to the globalisation debate (Global Marketing PG).
- Social and Environmental Issues (Various marketing courses)
- Events require audiences from areas not local to the venue. Transport issues arise (Staging and Evaluating Events at L3, Masters).
- Uber Research Project 2017. Assessing the impact of digital innovations to the London transportation network.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

- Focus on ethics in marketing and consumer behaviour which focuses on societal issues like materialism, over-consumption (debt, obesity etc.) this lectorial also touches on sustainability (Consumer Behaviour and Professional Practice - L2).
- Sustainable Consumption (Various Marketing Courses)
- Ethics and the service marketing experience (Meeting Customer Needs, Masters Level)
- Services marketing within the field of sustainable development. The services considered by academics in the field of sustainable development are those related to products or those substituting products. An examination of "eco" efficient services".
- Addressing strategic and operational solutions that organisations can adopt in order to implement a pro-sustainability change. This is looked at in terms of the event industry as a whole and how sustainability can be implemented (Planning and Managing Events - L2 and Tourism and Events in Context - L1).
- The traditional service marketing mix is expanded to include personality, and the eight elements are cross-referenced against the three pillars of the triple bottom line - Planet, People and Profit - to produce the Sustainability Services Marketing Matrix. (Meeting Customer Needs, Masters)
- Lecture on Ethics Week 2 (Applied Marketing Practice - L2).
- Ethics and PR activity and CSR, critical analysis of PR as propaganda (Public Relations).
- Exploring the impact of business on the ecological crisis (for example the overuse of un-renewable natural resources, climate change and endangered biodiversity). This is core to both events in context and planning and managing events (Planning and Managing Events - L2).
- Responsible Production
- Ethics in research is taught throughout and required as part of the assessment (Research Methods, MSc).
- In the context of service delivery we discuss the growth of remote access, which e.g. reduces travel (Marketing Services – L3).
- Environmental impact and sustainability applied to event management) is core - exams for both have questions on environmental issues and have the 'triple crisis' will influence the events industry (Planning and Managing Events – L2 and Tourism and Events in Context – L1).
- This is an option as a research topic in Methods of Enquiry (L2), e.g. Sainsbury's ethical reputation.

13 CLIMATE ACTION

- Transport to event, power consumed and waste left behind all discussed in (Staging and Evaluating Events, Masters Level)
- Transportation Logistics and Renewable energy. Discussion. (Delivering Customer Requirements, Masters Level)
- Discussion of eco-environmental/green positioning strategies from a critical perspective. Given we moved much ground in the introductory level 1 module. This is superficial at best (Understanding the Market Process, L1).
- Covered when looking at global PESTEL factors. Also when looking at green technology (Global Marketing Management).
- Sustainable Development
- Social and environmental issues. Environmental scan
- Lectures on Sales management approaches are underpinned with a strong ethical sales code of practice, which relates to portfolio management (green concerns), human resource (health and well-being of employees) and Win-Win ethical sales practices. (Key Account Management)
- Globalisation debate (Global Marketing PG)
- Ecological concerns and the context, planning and managing of events (Planning and Managing Events - L2)
- Environmental impact and sustainability (as applied to Event Management) is core. Exams for both have questions on environmental issues and how the 'triple crisis' will influence the events industry (Planning and Managing Events - L2 and Tourism and Events in Context - L1)
- Guest lecture - Marketing Director of 'Ecotricity' to discuss his no-budget marketing of green energy (wind) organisation (Marketing Services - L3).
- Sustainable/re renewable resources. An option as a research topic in Methods of Enquiry (L2), e.g.
- Impact of the eco-crisis on business (Brand Management, UG)
- Covered in tutorials when designing their own products (Applied Marketing Practice – L2).
- Ethics and sustainability in brand management is covered as a topic (Brand Management – L3).
- Yes, but in the sense that chaos (profit/sustainability) are not mutually exclusive (Marketing services - L3).
- This is looked at in terms of the event industry as a whole and how sustainability can be implemented (Planning and Managing Events - L2 and Tourism and Events in Context - L1).
- Covered in Contemporary Marketing Practice (PG) - discussion of Marketing Ethics.
- "Green marketing"
- Sustainable fashion, also called 'eco fashion', is a part of the growing design philosophy and trend of sustainability, the goal of which is to create a system, which can be supported indefinitely in terms of human impact on the environment and social responsibility. The quantof industry is the second largest polluter in the world after oil. The tragic 2013 factory collapse in Bangladesh, the documentary 'the true cost' and a growing wealth of information about supply chains and landfills full of clothes have highlighted these problems with varying degrees of mainstream attention. Even when brands and retailers aren't using words like sustainable, conscious, transparent and eco-friendly in their marketing, shoppers are overwhelmed with other, less tangible messages of so-called ethical business practices. (Discussion Topic. Meeting Customer Needs, Masters and Marketing Communications)

14 LIFE BELOW WATER

- Example of Brands making a difference to the environment. Case study of Microbeads. The tiny pieces of plastic that are added to everyday cosmetic products - face wash, toothpaste, and abrasive cleaners and lots more. 100,000 micro beads are washed down the sink with a single application of some products. Canada and America are banning them. Companies like Asda, Avon, the Bodyshop, L'Oreal and Boots are pledging not to use them on their own brand products, but they may still stock other products with micro beads in. NGOs and campaigners are working with brands for an end to the use of micro beads and asking governments to consider banning them all together. (Integrated Marketing Communications, UG)
- Social marketing involves the use of persuasive communication for the benefit of people and/or the environment not commercial gain - although commercial organisations may be involved. The focus is on voluntary behaviour change and moves beyond education (which is necessary, but not of itself sufficient to change behaviour). Social Marketing Case Study: Plastic pollution of waterways and oceans is a major problem. Over 6 million tonnes of rubbish dumped into the ocean annually. 80% is plastic (which does not biodegrade); 10% is plastic bags. Plastic is responsible for killing 1 million seabirds and over 100,000 sea mammals each year. (Social Marketing, Professional Development)

15 LIFE ON LAND

- Waste reduction
- Pollution reduction

16 PEACE AND JUSTICE STRONG INSTITUTIONS

- Lecture on ethics (Applied Marketing Practice – L2)
- Music Piracy and the Law
- Two weeks of lectures and reading dedicated to reviewing the ethics of digital marketing e.g. privacy, control by Google, the 'self' online etc. Students then have a specific exam on ethics - worth 50% of the module. (Interactive and Digital Marketing)

17 PARTNERSHIPS FOR THE GOALS

- Working with international colleagues; research, partnerships with global partners

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Marketing, Events and Tourism Cluster

Department of Business and Management

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Occupational Therapy

Identification of goals to which the Occupational Therapy programme makes the most significant contribution and deep exploration of ways by which this is achieved.

Next steps

- More maps

- Deeper engagement with the Goals

- Communication to others (students, colleagues, partners, employers, etc.)

- Further consideration of the contribution of our research

Thank you

This overview represents the work of a huge number of staff and students. Particular recognition should be given to:

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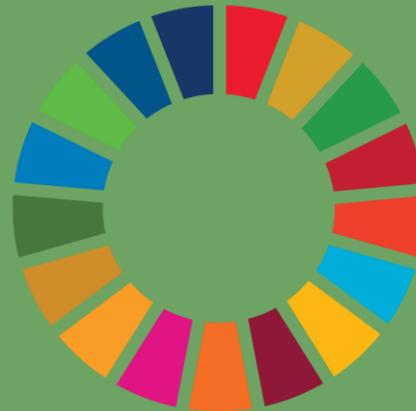| 1 NO POVERTY	2 NO HUNGER	3 GOOD HEALTH	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 RENEWABLE ENERGY	8 GOOD JOBS AND ECONOMIC GROWTH	9 INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE AND JUSTICE	17 PARTNERSHIPS FOR THE GOALS	THE GLOBAL GOALS For Sustainable Development

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UN SDGs

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