

Sharing Information on Progress Report

June 2017

PRME

Principles for Responsible
Management Education

Table of Contents

Letter from Professor Ronald Tuninga	1
Kingston University	2
History	3
Kingston University's Vision and Strategy: Led by Learning	4
Kingston Business School Vision, Mission and Values	7
PRME Principles.....	9
PRME Principle 1: Purpose	10
PRME Principle 2: Values	14
PRME Principle 3: Method.....	18
PRME Principle 4: Research	23
PRME Principle 5: Partnership	27
PRME Principle 6: Dialogue	31
Future Objectives	34
Appendices.....	36
Led by Learning Strategy: Education, Research and Enterprise Strategic Objectives	36
Accreditations and Professional Memberships	38
International Recognition and Rankings.....	41
Courses Offered by Kingston Business School	43
Kingston MBA Modules.....	45
The Ten Principles of the United Nations Global Compact	46

Letter from Professor Ronald Tuninga

Dean, Faculty of Business and Law

Pro-Vice Chancellor, Kingston University



Kingston Business School is an innovative, international and culturally diverse Business School, focused on excellence in learning, teaching and research.

Kingston Business School offers a full service of higher education, covering Bachelors, Masters and Doctoral education, as well as short courses and bespoke executive education. Our programmes are internationally renowned and accredited by the Association to Advance Collegiate Schools of Business (AACSB), the Association of MBAs (AMBA), the European Foundation for Management Development (EFMD), as well as many professional bodies. Kingston University also boasts the largest number of start-up companies of any university in the United Kingdom.

In alignment with business needs and stakeholders' expectations, Kingston Business School proudly became a signatory of the United Nations' Principles for Responsible Management Education (PRME) in 2015. The PRME

initiative provides an engagement structure for academic institutions to advance social responsibility through incorporating universal values into curricula and research. The implementation of the PRME Principles in our Business School have benefitted from our ongoing commitment to the Ten Principles of the United Nations Global Compact for more than a decade. Being part of the PRME network has supported us to further embed Responsible Management Education in everything we do. As we detail in this report, significant progress has been achieved and we remain committed to foster PRME in our Business School. As part of the wider Kingston University we are influenced by and have an influence on many of the practices at University level as well as the local community and we have highlighted these activities in this report where appropriate.

Kingston Business School is dedicated to student achievement, engaging and interacting with practice and pursuing world-class research. The alignment with the Principles of PRME has strengthened the support provided to students to enhance their ability to act on sustainable development issues, contributing to further embedding sustainability and ethics in the business world and in the global dialogue.

We hope you enjoy reading this report and ultimately, that our practices also inspire other institutions worldwide to foster Responsible Management Education.

R. Tuninga

Professor Ronald Tuninga

PhD, MBA

Dean, Faculty of Business and Law

Pro-Vice Chancellor, Kingston University

Kingston University

Key facts and figures:

- 19,893 students in total (as of 1 December 2016), including the following total numbers for Kingston Business School:
 - Full-time degree students: 2,399
 - Part-time degree students: 291
- 3,687 non-UK students from more than 140 countries, ranging from Afghanistan to Zimbabwe (as of 1 December 2016),
- Over 2,000 staff from a wide-range of backgrounds (for the Business School, just over 100 faculty and 60 support staff, of faculty 63% are from non-UK backgrounds)
- 5 faculties divided into schools
- 4 campuses in and around Kingston upon Thames, in Greater London
- 3,000 student-facing PCs across 4 campuses
- 383,000 print books, including over 30,000 business books (10,000 titles)
- 400,000 e-books
- 55,000 print and e-journals
- 16,000 DVDs, CDs and vinyl
- 216 laptops for loan to students
- £2.3million in bursaries awarded to our students in 2015/16
- 116-year history going back to 1899 when Kingston Technical Institute opened.
- Winner 6 years running for number of students starting up their own business
- Full range of policies linked to sustainability and ethical behaviour including modern slavery, Equality, Diversity & Inclusion, and Procurement.
- All campus developments, including the Business School building completed in 2012, are built with sustainability in mind.

History

Kingston University has roots going back more than 100 years. Key landmarks in our history include:

1899	Kingston Technical Institute opens, offering courses ranging from Chemistry, Electric Wiring and Building Construction to Nursing, Dressmaking and Clay Modelling
1917	Gipsy Hill College for teacher training opens
1926	The Board of Education formally recognises the Institute as a Technical College
1930	The Kingston School of Art separates from the Technical College (moving to Knights Park in 1939 and becoming a College of Art in 1945)
1940s	Kingston University started offering Business courses
1946	Gipsy Hill College moves to Kingston Hill
1951	The first Penryhn Road campus buildings open (housing 955 fulltime students; 2,259 part-time students and 2,629 evening students by 1963)
1953	The Technical College opens its first library (with lending services starting in 1954)
1957	The Ministry of Education recognises Kingston as a Regional College of Technology
1963	Gipsy Hill College gains College of Education status
1965	The College of Technology establishes its own orchestra
1966	The College of Technology purchases its first computer, costing £50,000
1970	The College of Technology and the College of Art merge to form Kingston Polytechnic, offering 34 major courses, 17 of which at degree level
1975	Gipsy Hill College merges with Kingston Polytechnic
1992	Kingston Polytechnic becomes Kingston University The University obtains the degree-awarding powers for the Business courses offered by Kingston Business School
1993	Roehampton Vale campus building opens
1995	The University acquires Dorich House
1999	The University celebrates its centenary
2012	Kingston University new strategy, Led by Learning, is developed The new £26million Business School building is opened
2015	Kingston Business School becomes a signatory of PRME.

The University is proud of its past as a polytechnic, from which enduring commitments to widening participation and vocational and professional preparation are derived. It is ambitious for its future as a university with growing research reputation and international presence, providing leadership for sustainability, regionally and nationally.

Kingston University's Vision and Strategy: Led by Learning

Our vision

To be internationally recognised for a creative approach to education that has practical outcomes which benefit people and communities.

Our purpose

To develop potential, transform lives and improve the world around us. To be led by learning in all that we do: enabling others to learn, continually learning ourselves and pushing the boundaries of learning through teaching, research and enterprise and professional practice.

We value

- Rigour, curiosity, excellence and originality.
- Innovation, creativity and enterprise.
- Consideration, courtesy and collegiality.
- Breadth, diversity and individuality.

At the heart of what we do are:

Learning, Enquiry, Professional Practice

1. We will encourage and support high quality teaching and research.
2. Our teaching will be informed by research and best practice.
3. We will create, test, share and spread knowledge for its own sake.
4. All our academics will engage in the development of their discipline.
5. We will be self critical and learn from what we and others do.
6. We will enable our students to leave with the best possible degree they can attain so that they have choices and the skills needed for fulfilling professional employment; therefore all students will have opportunities for placements, work in an international environment and activities outside the curriculum.
7. We will develop strategies to support all who can benefit from a Kingston University education, regardless of background, so that they can participate fully and complete it successfully.
8. We will only admit students who have the ability, commitment and potential to complete their course; when a student does fail or drop out, we will treat this as a failure of the University.
9. We will only do things that we can do well. We will review our portfolio of courses regularly; we will develop courses that address our students' needs and we will withdraw from areas with poor outcomes or which are not sustainable.

Enriching Lives

1. We will continue to be a cosmopolitan, London-based university with an international outlook and a diverse student body.
2. We will develop people to be independent thinkers with the knowledge, skills and attitudes to contribute to society through constructive challenge and to have fulfilling lives.
3. We will be a University of choice for students with ambition to thrive in a complex interconnected world.
4. Our courses and opportunities will meet our students' needs and maximise our graduates' choices and employment prospects.
5. We will be a broadly-based university and seek to maximise the opportunities this gives our students by offering common programmes that deliver interdisciplinary benefits.
6. We will demonstrate the economic, social and cultural impact of our research and how it benefits individuals, the community and the environment.
7. Our staff will have opportunities to develop their skills and abilities; they will all have a personal development plan and undergo regular performance appraisal.
8. Our appointment, reward and promotions systems will underpin good performance and will support research, teaching, professional practice and administration.

Respect for Individuals, Communities and our Environment

1. We will review our processes regularly to ensure that they focus on the needs of our students and staff.
2. We will act ethically to minimise our impact on the environment; we will include issues relating to sustainability and ethics in the curriculum.
3. We will encourage volunteering and engagement with local and other communities.
4. We will be welcoming and outward looking, blurring the boundaries between staff and students, the University and the community, and will work closely with local and regional communities to develop an engaged Civic University.
5. We will engage and work with businesses, professional networks and partners to enrich the lives of our students, alumni and staff and to provide mutual benefit.
6. The Kingston community will be courteous, collaborative and entrepreneurial. We will be known for our collegial, supportive culture, ignoring internal and external boundaries to provide the best possible education for our students.
7. We will operate efficiently, optimise our resources (including diversifying our income sources) and ensure the future viability of the university.
8. We will make sure that our physical and our virtual working environments are fit for purpose for students and staff; we will continue to create spaces and systems that support both individual and collaborative learning anywhere, at any time.

What we do is straightforward. We help undergraduates, postgraduate and research students, organisations and others to learn; promote scholarship; advance professional practice; disseminate new ideas and discoveries through our research and knowledge transfer; and support learning within the region in which we are located. As a community of scholars, students and staff dedicated to learning we share responsibility for developing the full potential of ourselves and others.

The landscape of higher education is changing, and we must respond both to those developments and to the changing needs of the communities we serve. At Kingston we believe that learning is the most

powerful way of improving societies and communities; it is a vital component of addressing global transformation and achieving economic development. We are, and will continue to be, highly international as well closely linked to our local community; and we will continue to provide courses that are relevant to business and the workplace, and to conduct high-quality research because all these things lead to better learning. We are also proud to be a University which encourages and supports those who have hitherto been excluded from higher education. Our students will want to learn, to change and to be challenged. Our systems, our estate and our processes are all there to support better learning.

The ability to adapt, evolve and innovate is critical to creating a successful future, and our contribution is through learning. Our purpose and the objectives of this plan are intended to enable that success and thereby also achieve our vision.

Our Education, Research and Enterprise strategic objectives, which integrate the Led by Learning strategy, are available in the Appendices.

Kingston Business School

Vision, Mission and Values

Aligning itself to the University's Led by Learning strategy, Kingston Business School's intention is to be "Led by Research-Informed Learning", and to have an "Entrepreneurial approach in an entrepreneurial University".

Vision: Innovative, Entrepreneurial and life-changing

To be recognised globally for an innovative and entrepreneurial approach to education and research creating and realising life-changing opportunities

Mission: Led by Research-Informed Teaching

To create the best possible environment for staff and students which is diverse and inclusive, led by learning, entrepreneurial, and research-informed

We have also identified core values that we support our students and graduates to demonstrate:

- **Values: Excellence in staff and student experience**
- **Excellence: We value excellence in staff and student experience, learning and research.**
- **Innovation and Creativity: We value innovation, creativity and entrepreneurial thinking in the generation and implementation of ideas.**
- **Respect: We value diversity, collegiality, and responsibility**

The Mission Statement was revised in March 2015 by the Faculty Management Group (FMG) following (and also resulting in) consultation with our stakeholders, including staff, students and our Advisory Board. The statement will be assessed on an annual basis following our standard process in discussion with a full range of stakeholders and bearing in mind the rapidly changing context in Higher Education in the UK.

Underpinning this, are mission-aligned actions derived from the seven key aims within the Faculty Strategic Plan:

We will

1. Support all students to realise their potential academically and in the world of work, and maintain our relationships with them as alumni
2. Continue to develop our portfolio of undergraduate and postgraduate programmes
3. Continue to improve our pedagogy
4. Deliver and support our portfolio with engaged staff: academic staff will inform their teaching with current research, scholarship and practice; and all academic and professional staff will engage with continuing professional development and maintain professional values to enhance the student experience

5. Maintain a staff: student ratio and class sizes that enable the delivery of engaged student support, encourage innovation in teaching and learning, and allow time for a higher level of research activity
6. Further develop enterprise engagement
7. Continue to provide a research environment that allows staff and students to flourish, and expand the scale and quality of engaged and impactful research.

Kingston Business School is sub-divided into four subject areas or Departments, covering the following academic disciplines

- Department of Accounting, Finance and Informatics
- Department of Management
- Department of Strategy, Marketing and Innovation

and

- The Small Business Research Centre.

PRME Principles

As a PRME signatory, Kingston Business School is committed to progress in the implementation, within our institution, of the following Principles:

- Principle 1: Purpose
- Principle 2: Values
- Principle 3: Method
- Principle 4: Research
- Principle 5: Partnership
- Principle 6: Dialogue.

This report communicates our progress to our stakeholders and also intends to exchange effective practices related to these principles with other academic institutions. The Six PRME Principles and our related practices and initiatives will be detailed in the next sections; they are grouped under the PRME Principle that is predominant, although several examples illustrate the implementation of more than one Principle.

PRME Principle 1: Purpose

We will develop 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.

Kingston Business School is driven by its mission and vision, with the key themes of life-changing, diverse and inclusive, innovative and entrepreneurial and research-informed.

We are proud to have a “widening participation” agenda, particularly at undergraduate level, where we welcome students meeting the quality assured entry criteria, but who may come from non-traditional backgrounds for university education, for example, may be first to University in their family, or may have caring responsibilities. We support our students to achieve their best work, and analytics on the degree attainment for our BME (“Black and Minority Ethnic”) student population demonstrate alignment with our vision to facilitate life-changing opportunity and create the best possible environment for students from various ethnic backgrounds. This is reflected in the “value added” we provide, based on entry tariffs, the associated (assumed) level of degree classification and the actual degree classification outcome. (Award classifications are defined and controlled under the UK Quality Assurance Agency system, including the external examiner overview, and so cannot be falsely weighted.)

Employability

We intend to support our students to find good jobs following graduation, and an innovative revision to our undergraduate programmes has incorporated a work placement within the standard UK three-year degree. Our postgraduate portfolio of specialised Masters programmes is focused very strongly to the professions, with professional body accreditation/recognition of learning wherever possible (this is also in place at undergraduate level).

Kingston University approach

At Kingston University in general, sustainability and ethics are at the core of our learning, teaching and research as well as our campus systems and operations which enable learning.

Kingston University’s vision and strategy, Led by Learning, summarises that “at the heart of what we do” is “respect for individuals, the community and the environment”. Some of the University’s objectives are directly associated with sustainability:

- **Learning, Enquiry, Professional Practice**
 - We will only do things that we can do well. We will review our portfolio of courses regularly; we will develop courses that address our students’ needs and we will withdraw from areas with poor outcomes or which are not sustainable (objective 1.9).
- **Enriching Lives**
 - We will demonstrate the economic, social and cultural impact of our research and how it benefits individuals, the community and the environment (objective 2.6).

- **Respect for Individuals, Communities and our Environment**

- We will act ethically to minimise our impact on the environment; we will include issues relating to sustainability and ethics in the curriculum (objective 3.2).
- We will operate efficiently, optimise our resources (including diversifying our income sources) and ensure the future viability of the university (objective 3.7).

The University's approach to sustainability encompasses several PRME-related activities, in alignment with our Sustainability Hub. The Sustainability Hub supports the University to make decisions with the 'big picture' in mind, considering the impact of our work on the environment, the economy and people, both locally and globally as well as now and in the future. In collaboration with the Sustainability Hub, the University is committed to supporting real world learning opportunities to equip graduates with the knowledge, skills and behaviours for thriving and for leading change in the future, building a culture of sustainability across the institution. Our Sustainability Hub provides the following support:

- **Education for Sustainable Development (ESD):** We support education for sustainable development within the University, promoting sustainability literacy and real-world learning opportunities.
- **Building knowledge and capacity:** We are committed to encouraging empowered change in staff, students and other stakeholders, providing opportunities to reconnect with nature.
- **Project delivery and expert advice:** We focus on improving services and procedures within the University and community, providing sustainable and ethical support to projects.
- **Environmental management system:** Our environmental management system is a framework to manage our environmental impacts. It supports systemised and continuous improvements in efficiency and long-term value for money.

The first three initiatives above – Education for Sustainable Development, Building knowledge and capacity, and Project delivery and expert advice – are detailed in the next paragraphs. Some examples of how our students are leading the way in sustainability are explained at the end of this chapter.

At Kingston Business School, there is a dedicated budget for PRME-related initiatives, which is an integral part of the financial resources allocated to Responsible Management Education.

Education for Sustainable Development (ESD)

The Business School contributes to and uses the resources of the University support function ESD. ESD is an approach to education that is relevant for any course and any career path. ESD is critical in providing a high-quality higher education experience. At Kingston University Sustainability Hub, we:

- Offer advice to Faculties as part of the quality assurance procedures with an aim to embed sustainability and ethics in the new and revised courses.
- Build the capacity of faculties and professional services by offering training, support and by forging cross-institutional partnerships.
- Embed sustainability and ethics in Kingston Academic Practice Standards framework.
- Enrich teaching and learning by creating sustainability resources tailored to each discipline, e.g. for the personal tutors.
- Create real-world learning opportunities in partnership with the estates tailored to specific course needs.

- Embed sustainability and ethics in existing operations and activities across the university aspiring to improve quality from the perspective of sustainability.
- Support and promote research related to sustainability and ethics through a bank of research questions and project work topics.
- Engage with other institutions nationally and internationally with an aim to enrich education for sustainable development theory and practice.
- Create a number of co-curricular learning opportunities for students with an aim to harness sustainability awareness, project management and communication skills.

Building knowledge and capacity

Kingston University Sustainability Hub offers opportunities to reconnect with nature on campus and track our staff and students' wellbeing as a result of taking part. At the Sustainability Hub, we:

- Understand the needs and expectations of our staff, students and other stakeholders.
- Strive to create a culture of sustainability, empowering staff and students to take action to improve the local environment.
- Equip students with sustainability skills through environmental accreditations and award schemes such as Student Switch Off and Green Connectors.
- Run sustainability events and/or have a presence at major Kingston University events.
- Nurture collaboration and create platforms for sharing knowledge and good practice across Kingston University and beyond.
- Provide evidence and data to help our staff make informed decisions and do things better.
- Provide practical experiences through volunteering opportunities.
- Offer coaching, mentoring and support to those with a sustainability idea.
- Train staff and students so they understand what is expected of them to help maintain a pleasant, compliant and efficient campus.
- Take part in external benchmarks.
- Report progress to internal and external stakeholders, and communicate our approach to external individuals and organisations that work with us.
- Demonstrate leadership and commitment to sustainable and ethical practice in learning, teaching and research and operations.
- Support staff and managers across the University to demonstrate their own leadership in sustainability and ethics, as it applies to their area of responsibility.
- Engage with and share results through international and national frameworks.
- Make informal learning opportunities relating to sustainability widely available, including active volunteering.

Project delivery and expert advice

Kingston University Sustainability Hub delivers cross-cutting projects which improve sustainability and ethics in teaching, learning and research, cultural or infrastructure projects. The Hub supports existing sustainability and ethical projects to promote their good work. At the Sustainability Hub, we:

- Prioritise high-impact projects; those relating to compliance and risk minimisation; those with high reputational worth or risk; those which are highly visible and reach many people thus influencing their actions in relation to sustainability and ethics.
- Act as a critical friend to faculties and departments, identifying specific sustainability and ethics opportunities and risks.
- Provide support to integrate sustainability considerations within faculty and departmental plans and strategies.
- Support staff with responsibility for delivering projects to ensure sustainability and ethics is considered at all stages of the project. This is done by providing tools to undertake impact assessments, carrying out option appraisals, recommending cost-benefit analysis or whole-life costing, and monitoring and evaluating outcomes.
- Input into key procurement activity, assisting with specification drafting, tender scoring and weighting.
- Work efficiently to deliver a wide range of projects.
- Horizon-scan for future opportunities or challenges.

Student leadership in sustainability

Kingston University students are leading the way in sustainability with the following initiatives:

- Green Connectors: In 2016, the Student Engagement and Enhancement team expanded their flagship 'Connector' programme, which saw the recruitment of ten 'Green Connectors' working with the Sustainability Hub.
- Environmental Working Group: Students take action on sustainability around campus and represent the student voice for ethical and environmental issues.
- Green Week: Run by the Environmental Working Group, it aims to raise awareness about environmental issues amongst Kingston University students and staff.
- Litter picks: The Environmental Working Group works with the Sustainability Hub and Student Engagement team to deliver litter picks and litter reduction initiatives.
- Student Switch Off: Students in halls of residences compete to save energy and recycle.
- Green Impact: Students and staff work together to improve the University's environmental impacts.

PRME Principle 2: Values

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Aligned with our Led by Learning vision and strategy, at Kingston Business School we value ‘Excellence in staff and student experience’, as detailed below:

- Excellence: We value excellence in staff and student experience, learning and research.
- Innovation and Creativity: We value innovation, creativity and entrepreneurial thinking in the generation and implementation of ideas.
- Respect: We value diversity, collegiality, and responsibility.

Kingston Business School has worked for more than a decade towards the Ten Principles of the UN Global Compact and efforts were intensified as a result of the 2008 global financial crisis. The previous alignment with the Principles of the Global Compact streamlined the implementation of the Principles of PRME in the School, which formally started in 2015 when we became a signatory.

To build the necessary capacity for embedding sustainability and ethics considerations in our teaching and learning, the University has adopted the Responsible Futures framework, a whole-institution change programme and accreditation mark designed by the National Union of Students. The creation of a collaborative Working Group that reports progress on a termly basis to the University Education Committee is one of the Kingston Education Strategy 2015-20 objectives.

Ethics, responsibility and sustainability (ERS) at Kingston Business School

ERS is taught across the curricula and has been embedded in our ethos. This is in response to several factors, such as the University’s Led by Learning statement 3.2 “... we will include issues relating to sustainability and ethics in the curriculum”, the Business School’s respect for diversity and inclusivity, and external drivers for change from our membership of EFMD, AACSB, PRME, ABIS, and the UN Global Compact and The Sustainable Development Goals, as well as the QAA guidelines which encompass sustainability.

Curriculum audits have been conducted within the Faculty of Business and Law, aimed at measuring, increasing and improving ERS. An audit in 2012 showed that 24% of modules and 68% of courses covered ERS issues in the curriculum; it became clear that a student may only receive in-depth ERS learning if they chose an appropriate “elective” module, as the cores may not explicitly cover the material. Embedding the ERS themes across all modules therefore became the strategy.

Recently another audit was undertaken. The methodology included auditing approximately 180 PG and 190 UG modules (core and electives), with a digital search of all module descriptors for keywords, followed by a 10% check for accurate “finding” of ERS content. The keywords used were “CSR, Climate Change, Poverty, Environment, Renewable, Waste/Water management, Equality,

Corruption, Carbon, Ethics, Recycling, Wellbeing, Health, Human Rights, Sustainability, Social Justice, Governance”.

The results identified ERS was explicitly present in 55% of PG and 43% UG individual module curricula (as documented), with 100% of all programmes confirmed to cover ERS.

Intended Learning Outcomes across the programmes include explicit and implicit themes related to ERS, which are supported by the core module curricula. For example:

- Map long-term future scenarios including socio-entrepreneurship and economic impact assessments both locally and globally
- Problem-solve using holistic and systemic approaches
- Work collaboratively and in a diverse and cross-disciplinary settings
- Think critically, be social innovative and creative then act constructively
- Generate positive responsible socio and economic impacts both locally and globally as well as now and in the future
- Demonstrate an understanding of sustainable and ethical practices and the ability to apply them to positively contribute to society
- Develop the skills to responsibly and creatively solve problems to produce a long-term positive impact on people, businesses and places
- Gain awareness of global complexity, uncertainty and risk so as to thrive in future learning and careers

Sustainability is now embedded across the core modules required for each programme. Each student will have to study in-depth ERS on at least one of their modules during the time of their degree. Through the audit, 100% of all programmes were confirmed to cover ERS. Through this learning our Business students will learn about issues related to corporate social responsibility, sustainable development and business ethics, particularly in the areas of social context for innovation, international business, and entrepreneurship. Our programme and modules learning outcomes will enhance the career prospects of the students through developing innovative and ethical managers.

Information regarding academic misconduct (including plagiarism), mitigating circumstances (extensions) and appeals, for the taught and research elements of the degree, are all available on the internet and intranet, the virtual learning management environment and in course handbooks.

Internationalisation

Kingston University was named one of the world's top 50 most international institutions by sector-leading magazine Times Higher Education (THE), with more than 35% international students.

Internationalisation, and an associated respect for diversity and inclusivity, is a key strategic objective of Kingston Business School, and a variety of perspectives and insights are explicitly brought to the programmes from its international students and staff. Our students represent over 100 nationalities, and the diversity of the faculty is wide, with 32 nationalities represented, and over 60% of faculty members are international. Many faculty members have worked or studied away from their home country for substantial lengths of time, which increases their understanding of international business; this brings a wider knowledge of theoretical and practical knowledge to the academic life of the School.

Kingston Business School also has an international Summer School programme that is popular for university-level study in the UK; it is open to international students who would like to experience the British educational system and culture. The School also has collaborative partnerships with esteemed international institutions, as part of our teaching and research programmes. The Business School has several international visiting professors, and faculty that are visiting academics at international universities.

International students are supported within the Faculty by the course team for their particular course of study. The Faculty also has a Student Liaison team that has particular responsibilities for supporting international students. Within the wider University context, there is an International Student Advisor in the Student Services Department who is in place to offer guidance to students across a wide range of issues other than course specific academic matters. In addition, the School of Languages offer English as a Foreign Language classes both as pre-educational courses and on a continuing basis throughout term time. These are greatly valued by the majority of students who attend them.

Equality and diversity

As outlined in Section 1, Kingston University has made substantial progress in closing the attainment gap for its black and minority ethnic (BME) students, and was awarded a £25,000 grant from the Higher Education Academy in 2015/16 to collaborate with Wolverhampton and Hertfordshire Universities, which also have a strong record in addressing the BME attainment gap.

The University is one of just eight higher education institutions to be awarded the Race Equality Charter Bronze Award by the Equality Challenge Unit in the first year of the award.

The Business School is proud of the progress made in the past three years with School specific BME attainment. All courses have shown a reduction in the gap and all students achieve at least the expected level of final degree award. For two courses there is still a small gap between the achievements of the white and BME students (although all students attain the expected value white students achieve more) and we have taken steps on those specific programmes to reduce the gap further. This includes training for staff on unconscious bias, inclusive curriculum and how to engage all students through assessment choice. In 2017-18 we will be working on two funded research interventions aimed at enhancing student achievement and engaging students in targeted assessments, which we believe will further reduce the gap.

2017 Guardian University Award for teaching excellence

Kingston University won the Guardian 2017 University Awards for teaching excellence, receiving specific praise for the inclusivity and accessibility of its courses, and was commended on its ground-breaking work reducing the attainment gap between black and minority ethnic (BME) and white students. In particular, the panel highlighted the inclusive curriculum framework which provides staff with access to short animations, research findings and case studies that help demystify inclusivity. Activities that have driven the development of the framework include equality and unconscious bias seminars for staff, as well as academic and multicultural diversity training for students.

Embedding sustainability and ethics values into the Kingston MBA

Understanding the need to better prepare future leaders resulted in embedding business ethics, sustainability and corporate social responsibility (CSR) into all MBA modules. In addition, a specific module was developed, named Responsible Management, to provide a deep and critical understanding of CSR and sustainability along with an appreciation of their development and growing importance. Business School academics have worked with colleagues from other departments, such as the Law School, to develop and embed sustainable development issues across the curriculum.

Investigating motivations and experiences

The Postgraduate Experience Project (PEP), a national initiative led by Kingston University to investigate the motivations and experiences of postgraduate applicants and students, was praised as one of the most comprehensive reviews of its kind. PEP was part of a major UK Government project to increase take-up of master's study. It was part-funded by a grant from the Higher Education Funding Council for England's Postgraduate Support Scheme. Kingston Business School was heavily involved in the PEP and continues to use the findings from this to inform the postgraduate experience.

PRME Principle 3: Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Innovation, creativity, enterprise and diversity are included in Kingston University's values and practices. As described in 'PRME Principle 1: Purpose' section, the University hosts a Sustainability Hub to support real-world learning opportunities to equip graduates with the knowledge, skills and behaviours for thriving and leading change.

Kingston Business School embraces an experiential learning model. Our modules often include live consultancy projects, where students in groups perform real-life consultancy on a given topic, and present their informed proposals to the clients. The successful impact of the projects is evidenced through the clients returning in following years, and offers of employment.

Ethics, responsibility and sustainability are taught across the curricula and have been embedded in our ethos. This is in response to several factors, such as the University's Led by Learning statement 3.2 "... we will include issues relating to sustainability and ethics in the curriculum", the Business School's demonstrable respect for diversity and inclusivity, and external drivers for change from our membership of PRME, EFMD, AACSB, and the UN Global Compact and The Sustainable Development Goals, as well as the UK's Higher Education governing body, the Quality Assurance Agency, guidelines which encompass sustainability.

Curriculum audits have been conducted within the Faculty of Business and Law, aimed at measuring, increasing and improving ethics, responsibility and sustainability. Through the audits, 100% of all programmes were confirmed to cover these areas, and we continue to review and improve the depth and scope of the content.

Entrepreneurship and enterprise

Development of entrepreneurship is a key goal for the School, with the Small Business Research Centre central to research in this area, and helping to create an environment where students can meet with entrepreneurs. An incubator is physically located within the Business School ("The Kingston Nest"), and we support the interactions students have with investors in the "Bright Ideas" contest, where they pitch new business ideas. We also have a number of adjunct faculty who are working professionals and support teaching and learning; they bring to the students their real-life and innovative knowledge into the classrooms.

We teach our entrepreneurs to be ethical by embedding ethical considerations into every stage of the entrepreneurship process.

We first build their understanding and awareness of the context in which they are developing their enterprise. This contextual understanding allows them to understand the impact that their project is having / will have. We make a strong distinction between outcomes (immediate results; easy to achieve) and impact (long-term result; difficult to achieve).

Our taught approach to start-up development and innovation is fundamentally user-centred (we teach Design Thinking tools and methodology) and this allows us to embed social and environmental considerations alongside business considerations at the core of all start-ups. Essentially, by teaching students to build businesses that have social and environmental good at heart, we are also teaching them to understand how an ethically-sound business differentiates in any marketplace. In this way, these students learn to see sustainability and CSR, for example, not as business costs but as a fundamental business capabilities in the 21st century.

We also work with students on a range of very specific issues which are not typically taught in Business and/or Design schools. For example, we do a lot of work on understanding planned obsolescence and greenwash issues because most decisions in this domain are made in ignorance. We also insist that students 'co-create' with their end users so that they are as businesses forced to act transparently and forced to take the real feedback on board in the business design process.

Students are engaged in-class and throughout the enterprise curriculum to consider ethical and socially responsible aspects of running a small business, including supply chain issues, client relationships and the importance of assessing their own personality preferences and the impact this may have on their ethical decision making.

By increasing students' practical understanding of ethically-sensitive issues and eliminating ignorance in relation to very specific issues, we are increasing the probability of them choosing to make ethically-sound decisions once they are no longer in the school.

In 2016, Kingston University, for the sixth time, is first for graduate business start-ups, according to the UK Higher Education Statistics Agency. The University faced tough competition from 158 higher education institutions across the United Kingdom after helping 371 of its entrepreneurial graduates to get their companies off the ground. Kingston University students set up one in 10 of all graduate start-up businesses launched in England. The Business School has been a major contributor to this both through its own student achievements and the running of modules related to entrepreneurship for the wider University.

Kingston University was also nationally recognized for outstanding entrepreneurial support through the Small Business Charter award, again the Business School played a major part in this..

Technology-Enhanced Learning

Kingston University's technology-enhanced learning approach is designed as an enabling vehicle for knowledge acquisition, skills development and attitudinal change, which supports the Led by Learning strategy that emphasises high quality teaching and research, informed by best practice. We expect our graduates to be digitally literate and relevant in the workplace.

The Business School's technology-enhanced learning strategy is designed to embrace the complex modes of learning required by our rich mixture of students who may be studying part-time, commuting long distances, working long hours and increasingly learning off-campus. We aim to use technology in a scholarly and research-informed manner to drive good quality education for our diverse student population, while also providing for globally located students. The Business School was an early adopter of student voting systems 'clickers' to engage students in class and enhance their learning, for example by checking their understanding of their previous class as an introduction to each workshop. To support and drive the TEL strategic vision, the University created a Technology-Enhanced Learning department within the Centre for Higher Education Research and Practice, with a specific TEL Champion within each School or Faculty.

Technology Enhanced-Learning: Canvas, the new virtual learning environment

The Technology Enhanced-Learning department, within the Centre for Higher Education Research and Practice, has overseen the introduction of the new virtual learning management environment (VLE), Canvas, which will enable richer pedagogic experiences with an emphasis on community and mobile learning. The current learning platform, StudySpace, will be closing on the 31st of August and Canvas will go live in September 2017.

Canvas is designed to transform students' learning experience, by providing:

- A social learning experience (students can learn with and from others)
- The ability to interact easily with lecturers and peers
- Great mobile access to learning materials
- Clear marking criteria
- Online feedback.

Modules presented through the Canvas VLE have been subject to the quality assurance procedures within the Business School. Internally, Course Directors, Teaching and Learning departmental representatives and Module Leaders have acted together to ensure the fit and purpose of the online offering. This is supplemented with student feedback at various points during each module and with external examiner reports. At programme level CSR is included as a key item for the landing page and course directors all check the modules feeding into their programme to ensure this is clearly articulated on Canvas. The introduction of the new VLE will offer greater possibility for student-led groups to have collaborative areas within Canvas, where they can create their own shared spaces, have conferences and participate in international group-work.

Role-play technique to enhance MBA sessions

Sustainability and business ethics are embedded in the Kingston MBA, which also comprises a specific module on Responsible Management. In the classroom, in addition to tutor-led discussions, role-play scenarios are employed to take the theoretical frameworks off the page and into the workplace. Role-play scenarios help students to apply their knowledge to specific issues, encouraging students to share their views and consider other perspectives, illustrating the complexity of decision-making.

The role-play scenarios included in the Responsible Management module of the MBA involve students taking one of a number of stakeholder roles (such as factory manager, government official, International Labour Organisation representative, community representative, parent company CEO)

who are given a fictional sustainable development issue to address. The roles are randomly allocated to students and each student receives a brief on his or her role. Their negotiations take place in front of other students, who provide feedback and offer supportive critiques of the solution suggested. The scenarios require the students to draw on learning from their other MBA modules, and so follow an interdisciplinary approach to identify the economic, societal and environmental implications of the issues they are given, and of their suggested course of action.

Interdisciplinarity and experiential learning practices, such as role-play technique, to teach topics related to sustainability, ethics and CSR were discussed in an academic paper recently produced by Kingston University researchers (Annan-Diab, F. and Molinari, C. (2017) 'Interdisciplinarity: Practical approach to advancing education for sustainability and for the Sustainable Development Goals', *The International Journal of Management Education*, 15(2), pp. 73-83. doi: <https://doi.org/10.1016/j.ijme.2017.03.006>).

Sustainability embedded in the University's supporting functions

In 2015/16, the University's institutional KPI on emissions from energy use and the vehicle fleet continued to improve, achieving a 20% reduction in CO₂ emissions against the 2005/6 baseline. Heating and lighting efficiency projects, rationalisation of servers and a shift to multi-functional printing devices have contributed.

Kingston University Procurement function has embedded sustainability in the catering, bus and waste tenders and the University has maintained its Fairtrade status. The University operates a free inter-campus bus service for staff and students, and in 2016/17 has extended its route to local train stations to support our relatively large "commuter" student population. It is on reduced service during non-teaching time, but is timetabled every 15–20 minutes during teaching hours. A new fleet of hybrid buses, run in partnership with RAPT Dev London, has carried more passengers, reducing pollution by 75 to 90% and carbon emissions by 30%. Many students from the Business School use these new vehicles on a regular basis and the 'green' credentials are displayed on every bus, ensuring all who see them understand the importance of this step.

Kingston Business School facilities

Kingston Business School is located at Kingston Hill campus (one of the University's four teaching campuses); it is a 'semi-rural' site within the busy urban space of Greater London. The campus also offers almost 500 bedrooms in the halls of residence (of a total of almost 2,600 at the University).

In April 2012, the new £26million, self-contained Business School building was opened. The four-storey 7,300m² building was designed in line with the University's sustainability agenda, as well as to facilitate staff-student interaction. The new building achieved a Building Research Establishment Environmental Assessment Method (BREEAM) rating of 'Excellent', the second highest rating available. It includes rainwater harvesting, a sedum roof (providing insulation, soundproofing and a micro-climate for birds), natural ventilation and low carbon-energy use, and renewable energy generation through a ground-source heat pump.

The Learning Resources Centre (LRC) at Kingston Hill campus ("The Nightingale Centre") is directly adjacent to the Business School and provides books, journals and other print media suitable for

courses held at the Kingston Hill campus. Students have 24-hour access during term time, and there is a dedicated business subject team offering expert support and training sessions. There are over 230 networked personal computers in the Nightingale Centre, including some quick-use machines in the learning cafe. The Business Information Area offers over 30,000 books (covering 10,000 titles), 700 eBooks, 50 Business journal subscriptions (print and electronic), resulting in 5,000 electronic articles, plus aggregating database subscriptions. Books on loan are automatically renewed, unless there has been a request. The Nightingale Centre is a purpose-built, self-contained building on three floors and covers an area of 5,100m². It has almost 700 study spaces. To facilitate different types of student work, the building is zoned into 'silent', 'quiet' and 'group work' areas.

The Nightingale Centre has a disability representative who works with the University Disability Adviser and University Dyslexia Co-ordinator; the Business School also has a disability support co-ordinator. The Library provides additional services and assistance, tailored to the specific needs of those students who have been assessed by the University and have an access card. Such adjustments to services might include Information Services staff fetching items from the shelves for a user, or a user being entitled to extended loan periods. Some special equipment is also available in the Adaptive Technology Resource Centre. This includes a CCTV scanner for text enlargement, a networked computer with special software and a height adjustable PC table.

Students are provided with access to services from the main providers of corporate financial data (including stock prices, accounting data, etc.) from Bloomberg and Datastream (Thomson Reuters), via dedicated terminals in the Trading Room, and the atrium of the Business School has had a "ticker" live news feed installed in 2016.

Social facilities at the Kingston Hill campus include restaurants and cafés, common rooms, and the Students' Union premises, which comprise a bar (licensed to sell alcohol), snack bar and leisure space. Sports facilities comprise: a gym at the Penrhyn Road campus; tennis courts at the Kingston Hill campus; and a playing field complex at Tolworth (about five miles from the Kingston Hill Campus) with tennis courts. The University rowing club operates on the River Thames, which flows through Kingston. The University has also approved plans to build a sports hall on the Kingston Hill Campus.

Students' responsible leadership skills

All programmes in the Business School are developed to enable students to acquire responsible leadership skills. This is explicitly discussed in specific assignments, in their group-work, and in their general student life such as the importance of student course representatives, peer assisted learning opportunities and assessment of their personality and the links to responsible and ethical leadership.

PRME Principle 4: Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social environmental and economic value.

The research culture in Kingston Business School is led by our community of independent scholars. Our experienced researchers frequently drive projects with external partners and funders. Working alongside are our early career research staff who are also forging ahead and establishing new connections in their own right.

Our postgraduate students are dynamic and bring a fresh critical perspective to the issues of significance for business which operates within an increasingly complex environment so calls for astute responses to address the challenges and exploit arising opportunities.

We have developed a cohort of PhD students that research in areas related to ethics, responsibility and sustainability themes. These students are often international, and are undertaking their data collection overseas (for example, in Ghana, Nigeria, Denmark and Brazil); the outputs of the research have been directly applicable to international business.

Research activity is embedded in all academic departments of the AACSB-accredited Kingston Business School – across Accounting, Finance and Informatics; Management; and Strategy, Marketing and Innovation. Further, our dedicated research centres and groups provide focal points for research in more specific areas and a network of internal and external collaborators for our academics.

Business School Research strategy

A full Research strategy is embedded into Kingston Business School's planning, with research activity facilitated through workload allocation and funding, in alignment with Kingston University Research strategy. Business School Research strategy outlines our objectives to:

- Ensure the strongest environment in terms of quantity and quality metrics for external assessments in terms of number of staff submitted, external income, impact, research student completions.
- Develop and sustain recognised centres (e.g.: Small Business Research Centre) and areas of research excellence, as identified in external assessments, through strategic investment and to act as a focus for high quality research.
- Cultivate new research groups that may act as nascent research centres or clusters of individuals who have common research interests, to nurture staff interests and enable the vitality and sustainability of research activity.
- Promote and disseminate research outputs and activities through the research repository, newsletters and events and an enhanced website presence.
- Achieve enhanced levels of external research funding.

- Develop strategic collaborations, international and national, to enhance research reputation, capabilities, capacities and impact.

Business School Research Centres and Groups

Several of the Business School research centres and groups have projects (past and present) aligned to responsible management topics. For example, The Centre for Research in Employment, Skills and Society (CRESS) researches employee happiness and wellbeing, education and skills, careers, personality and labour market outcomes, the psychology of managerial decision making, cross-cultural analysis of strategic decision making, equality and diversity, labour unions, employment relations, leadership, and public service motivation..

The Behaviour and Practice Research Group attracted funds to use digital technologies to provide households with feedback about their electricity consumption, compared with that of other local homes. A randomised controlled trial suggested that feedback showing households their own consumption is equally as effective as comparing households to each other, as published on the European Journal of Marketing (Harries, T., Rettie, R., Studley, M., Burchell, K. and Chambers, S. (2013) "Is social norms marketing effective? A case study in domestic electricity consumption", European Journal of Marketing, 47(9), pp. 1458-1475).

The Small Business Research Centre is growing an international reputation, based on an extensive portfolio of research and consultancy both in the UK and overseas. Its KAVERN project's second phase focuses on entrepreneurs in the renewable energy sector, and the activities that contribute to the creation of sustainable pathways to low carbon futures/society. In this phase, the project will help students, researchers, entrepreneurs, practitioners and policy makers understand the growth of low carbon/community renewable energy enterprises in the UK, the challenges they face, how to improve existing practices, and will seek to help entrepreneurs and communities to learn from each other.

Global Entrepreneurship Development Centre (GEDC)

Kingston University has been one of the initial partners in the GEDC, a virtual global community on entrepreneurship research. It is the mission of the GEDC to raise levels of knowledge, theory and practice on entrepreneurship globally through the promotion of research activity worldwide.

Members of the GEDC are involved in joint research programmes, organising joint PhD workshops and conferences, faculty exchanges and cooperation among PhD students. This may also lead to educational programme co-operation. The GEDC is linked to the well-established Small Business Research Centre which helps underpin its activities.

The first GEDC conference took place at Kingston Business School in October 2016, themed 'New Frontiers in International Entrepreneurship: Research and Practice'. Amongst GEDC members, there are renowned AACSB- and EQUIS-accredited higher education institutions from the UK, Sweden, Switzerland, Finland, Spain, USA, Mexico, Colombia, Chile, China, Israel and Uganda.

Internationally recognized research

Our research impact also reaches internationally. For example, research (including the development of the underlying financial model) by Professor Giampiero Favato, Head of the Department of Accounting, Finance and Informatics established the cost-effectiveness of gender-neutral vaccination against the Human Papilloma Virus (HPV; the cause of cervical cancer, other male and female genital cancers, and warts); this overturned previous studies from the Harvard School of Public Health that suggested such vaccinating males as well as females was not cost-effective. The research outcomes were incorporated into a reimbursement dossier produced by Sanofi Pasteur Merck (manufacturer of Gardasil, an HPV vaccination), prior to publication in the open literature. The dossier presented to the Italian Agency for Drug Approval (AIFA) resulted in AIFA changing its HPV vaccination policy, removing its previous restriction of HPV vaccination to only females. The Italian regions of Emilia-Romagna and Sicily began voluntary vaccination programmes for males aged 11–26. With an effective coverage of 80%, the total savings accruing from this vaccination programme are €98.9 million (\$106.5m). In addition, Emilia-Romagna has introduced a vaccination programme for HIV-infected males under 26, providing health benefits for a high-risk sub-population.

Kingston Business School continues to host international conferences, and in 2015/16 four were run: the European Conference on Research Methodology (ECRM), the International Conference on Contemporary Marketing Issues (ICCM), the International Community of Banyakigezi (ICOB), and the International Management Development Association (IMDA). The first Annual Conference from the Global Entrepreneurship Research Centre (GEDC) was run at the start of academic year 2016/17, with a theme of “New Frontiers in International Entrepreneurship: Research and Practice”; delegates from 17 different countries attended.

Research in the MBA course

Connecting real examples with a contextual framework setting, while demonstrating that innovation and sustainability can enhance investment return, has contributed to increase the number of MBA research projects focused on topics aligned to sustainability. Examples include research in agriculture (an entrepreneurial project exploring the potential of organic buckwheat production in Russia), mining (development of an environmental reporting framework for the Russian coal industry) and corporate travel (assessing the impact of responsible travel on companies’ value, resulting in a framework for implementing responsible corporate travel management practices).

Commitment to Research: Publishing Activity

Within the English higher education system, intellectual contribution to the field is often channelled toward publishing papers in peer-reviewed journals, but a number of Kingston Business School academics have also published books (often teaching-orientated), or have engaged in writing case studies. This contribution to the field helps Kingston Business School establish a presence in the business community, and both types of intellectual contribution feed into the teaching and supervisory process by providing a rich source of illustrative examples for students.

Publishing activity among core faculty members, over the past five years

	2012	2013	2014	2015	2016	Total
Journal article	68	57	63	86	85	359
<i>Academic Research Articles</i>	22	17	14	30	29	112
<i>Practice-Oriented Research Articles</i>	42	33	45	51	46	217
<i>Pedagogic Development and Innovation Articles</i>	4	7	4	5	10	30
Book	2	4	3	3	3	15
Book chapter	9	15	7	15	13	59
Book review	3	5	1	0	0	9
Conference Proceedings	31	45	56	90	33	255
Research Monograph	6	4	3	4	0	17
Other	1	1	4	4	0	10
Total	120	131	137	202	134	724

International Conferences

Kingston Business School also continues to host international conferences, and in 2015/16 four were run: the European Conference on Research Methodology (ECRM), the International Conference on Contemporary Marketing Issues (ICCM), the International Community of Banyakigezi (ICOB), and the International Management Development Association (IMDA).

The first Annual Conference from the Global Entrepreneurship Research Centre (GEDC) was run at the start of academic year 2016/17, with a theme of “New Frontiers in International Entrepreneurship: Research and Practice”; delegates from 17 different countries attended.

PRME Principle 5: Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Kingston Business School has several links to local, national and international business and industry as many members of our teaching staff are active in professional practice. Besides enhancing our understanding of key stakeholders' expectations, our connections enable us to run a series of guest speaker lectures and seminars, and our Business Services and our Knowledge Transfer Partnerships (KTP) bring businesses, local entrepreneurs and universities together. We also offer a work placements programme.

The University's successful executive education programme provided management and leadership training (run by the School) to companies including Volvo, Park Plaza Group and Merlin Entertainment. Kingston continued to increase its international summer school market, with new partnerships in India, adding to existing partnerships in China and the Middle East.

The majority of Business School students take part in live consultancy projects with a wide range of organisations, many of these include aspects of social and environmental responsibilities. The School runs Breakfast Briefings for local organisations covering a wide range of topics (examples include social media, outsourcing) and in all cases the social and environmental aspects are explored.

In addition, we have also established partnerships with other universities, government and NGOs in courses, research projects and lectures, as well as the participation in worldwide sustainability initiatives, such as the Academy of Business in Society (ABIS) and Aim2Flourish. A comprehensive list of our accreditation and professional memberships is available in the Appendices.

The Quality Assurance Agency (QAA; the UK's governing and auditing body for universities) has praised Kingston University for the quality management of our collaborations. We recognise the need to ensure the quality of Kingston Business School programmes for the assurance of our students' experience/learning, as well as to ensure we maintain our strong reputation as a quality widening-participation university. These HE collaborations are encouraged to work closely with organisations and develop their own influence on social and environmental challenges in countries where this may not always be a key priority, including Russia, India and Singapore.

We hold alliances with many well-respected and internationally-accredited Business Schools, and some of them are detailed in the next sub-sections. We also have undertaken research partnerships in the Global Entrepreneurship Development Centre (see previous section, Principle 4: Research) and have agreements in place with the University of South Australia and Jacksonville Florida (USA) for student exchanges.

Undergraduate programmes aligned to employers' expectations

Our employer stakeholders advise us they want graduates to present critical thinking, an innovative and entrepreneurial approach to their work, team-working skills, demonstrable ethical behaviour/knowledge of CSR, and to be educated sufficiently (including soft skills) to “hit the ground running”. In order to best support our students to do this, we developed a fundamental revision to the undergraduate programmes, which was launched in 2016/17, where students can gain the benefits of the placement (or related business experience), while still graduating within three years with a stronger focus on professional skills and behaviours.

The new structure (pictured below) includes two business experience blocks; the first main block offers either one long or two short placements/internships or other forms of business experience, either general business or specialist to the area of studies. It can also be study or work abroad and a placement or an entrepreneurial activity (e.g. setting up their own business). The second placement block occurs after the final year of teaching and will offer the chance for a specialist placement related to the student's chosen professional pathway, intended as a launch pad to employment. This block will be optional as we do anticipate that many students will have already secured a job before this.



The programme has a 30 credit modular structure, and includes a revised School year with a third teaching block in the first year to ensure students have sufficient skills and knowledge before they start their placement later in the second year. Students will pay the same tuition fees each year for three years as they currently do; there will be no placement fees.

The renewed pedagogic delivery will help the success of the programmes, with experiential learning to challenge and develop their critical skills and behaviours, and a focus on innovation and entrepreneurial skills.

The Russian Presidential Academy of National Economy and Public Administration (RANEPA)

Two programmes are delivered at RANEPA: the AMBA-accredited MBA (comprising two cohorts, the MBA and Executive MBA), and the MSc International Human Resource Management, accredited by the Chartered Institute of Personnel and Development (CIPD). The programmes are the same as those developed and delivered in the UK, and in many cases the module leader or teaching faculty

also deliver the content in Moscow as “Flying Faculty”. Our post-experience programmes (in particular the MBA), are well-respected and the Executive MBA we deliver in Moscow have been voted Russia’s No. 1 in two national rankings: Business Journal magazine ranking, and NARODNY, where we have held this position for the past six years.

RANEPA permanent faculty are also assigned to the programmes and, although all quality assurance and module management is driven by Kingston, these permanent faculty (as would be expected under their own review of our collaborative partnership) undertake appropriate programme management roles, such as sitting on committees associated with our quality assurance processes and procedures, and/or advising on possible development of the programmes for the Russian market; they therefore undertake a level of active participation in the School’s governance. We also hire a number of adjunct supporting faculty, that are recruited based on their industry expertise and experience, as this fits with the expectations of the Russian student cohorts.

Shri Vile Parle Kelavani Mandal (SVKM), Mumbai, India

This collaborative partner delivers the first two years of our three year bachelors BBA (Hons) Business Administration, a small programme in terms of student numbers (an intake of less than 50 each year). All modules within the programme of study, and their curricula and assessments, are developed and monitored by Kingston module leaders for delivery in London and Mumbai. SVKM faculty delivering the teaching on the modules are reviewed, and approved as suitably qualified for Kingston Business School, and act as on-site module leaders to the students; however all decisions relating to module content, assessment and quality assurance are taken by the Kingston module leader.

As with RANEPA, the permanent SVKM faculty undertake programme management roles such as sitting on committees associated with our quality assurance processes and procedures, and they therefore undertake a level of active participation in the School’s governance.

Aventis School of Management, Singapore

The collaboration with Aventis provides delivery of “top-up” Bachelors degrees, through the provision of Level 6 (final year only) programmes. This collaboration aligns well with our vision and mission, as it unlocks the opportunity of the attainment of a high quality UK degree to this population where diplomas have previously been standard, and there is still a restriction of access to full degrees. Most importantly, the majority of students in this programme are already in work and are able to use the learning immediately in their professional lives. Feedback indicates it is genuinely making a difference to the organisations they work for.

The top-up programmes are not delivered at Kingston, however the modules that create the programme of study in Singapore are delivered at Kingston. The module content and assessments supporting the programme learning outcomes are therefore under the management of a permanent Kingston faculty member, and quality assurance procedures such as equivalence checks are undertaken annually.

All teaching is delivered by adjunct faculty hired by Aventis (who understand our quality requirements for teaching faculty; all proposed adjunct faculty must be agreed by us). As suits the

market in Singapore, a high number of industry experts are used as adjuncts, as this better supports the expectations of the students who are primarily already working in junior and middle management. The Kingston module leaders, as well as the liaison officer, are in regular contact with the adjunct faculty, and visit Singapore to ensure there is a clear understanding of the requirements of teaching the modules, and related student support.

PRME Principle 6: Dialogue

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Kingston Business School benefits from an Advisory Board, which creates a formal mechanism through which the leadership team can obtain an external perspective on its mission, work and reputation. The Members of the Advisory Board are experienced and influential representatives from the business community, not-for profit organisations and academia. They have a threefold remit:

- To provide strategic input into the School's portfolio of teaching, research and enterprise activities.
- To provide advice and support in enhancing the reputation and profile of the School.
- To provide advice and support in securing and maintaining funding from external sources.

The Business School have been active in global sustainability dialogue mainly through its strong links with the industry, professional associations and research programmes. The School also interacts with, and is accredited by, a number of professional bodies, which support corporate engagement for our students. A number of staff undertake a significant level of private consultancy and the Small Business Research Centre regularly undertakes contract research for government and companies; other faculty members hold directorships of external organisations.

Sustainability Literacy Test (SULITEST)

Kingston Sustainability Hub is member of the UK Steering Group for the Sustainability Literacy Test (SULITEST), together with a number of other higher education institutions. The Test is an online multiple choice question assessment to verify students' level of sustainability literacy, applicable to higher education students in any kind of tertiary-level course (Bachelors, Masters, MBAs, PhD), all over the world. This assessment will ensure that future graduates have basic knowledge on sustainable development, covering economic, social and environmental responsibility, both at individual and organisational level.

The Sustainability Hub collects feedback from staff and students with an aim to improve the test and push forward the Education for Sustainable Development agenda, nationally and internationally.

Strong links with the corporate world

Kingston Business School supports continued engagement with the business world via the UK government-funded Knowledge Transfer Partnership (KTP) scheme. This scheme supports the interaction of regional SMEs with local academics to work on a defined project, allowing academics

to transfer their specialist knowledge to the business aim. The work is undertaken by a fairly recent graduate (an associate), under the joint supervision of personnel in the firm and two academics.

The Business School also creates engagement with the corporate world through the activities of the Business Development team, including, for example, Business Breakfasts, Kingston Business Expo, and the Women's Enterprise Network. The Business Expo is run in conjunction with the Kingston Chamber of Commerce, and includes a business networking breakfast, seminars held by Kingston Business School lecturers, and an exhibition floor for local small and medium-sized businesses. Approximately 500 people attend the event annually.

Employability is embedded into the curriculum, and is supported by the Employability Consultant, who is a member of the University careers and employability service KU Talent, but is dedicated full-time to the Faculty of Business and Law, and by the Business and Professional Experience (BPEx) team who support the new undergraduate corporate placements. A wide range of activities and support services are established, where students engage with the professions. These include:

- A series of Spotlight on... sessions that involve a panel of employers who make presentations about their industry sector and field questions from students. These have included Banking and Finance, Human Resources Management, Marketing.
- A series of Speed Interviewing events where students are given the opportunity to practice their interview skills via participation in three or more 5-minute interviews with employers.
- The Strategy into Practice series, where leading industry figures and entrepreneurs discuss their education, careers and experiences to staff and students (more details in the next sub-section).
- Recent graduates and longer standing alumni participate in employability workshops and presentations.

Strategy into Practice

Our premium Strategy into Practice seminar series is designed to give students the opportunity to gain insights of strategy within business and not-for-profit corporations. In these sessions, they hear first-hand accounts from top executives on strategic challenges in their industry and how they strategically steer their organisation to compete successfully and deal with complex issues such as international growth, innovation and corporate social responsibilities. Students have the opportunity to ask questions and network after each session with the speaker, other local business leaders and academic staff from Kingston Business School. These seminars are open to the public, alumni and students.

Past speakers have included Greg Dyke, former Director General of the BBC, and Lord Michael Hastings, International Director of Corporate Citizenship at KPMG.

Kingston Business School staff regularly attends PRME conferences, being an active member of the UK and Ireland Chapter, and participates in the PRME global forum, as well as EFMD, AACSB and other conferences related to Responsible Management. PhD students are also encouraged to send research papers to these conferences and attend them.

Fairtrade is part of the routine of Kingston Business School students. The University is a Fairtrade university, assessed by the Fairtrade Foundation, prioritising Fairtrade products, according to our Fairtrade procurement policy, launched in 2014. The University sells Fairtrade products in all our

outlets, and all the coffee and tea we sell on our campuses is Fairtrade. Business School students also learn and debate about Fairtrade during the lectures, as this topic is an integral part of the curriculum, and the School also promotes Fairtrade exhibitions. In March 2017, students were invited to participate in a Fairtrade picnic, where they sampled a variety of products and learned more about Fairtrade, in a conversation with Professor Ronald Tuninga, Dean of Business and Law.”

Future Objectives

With roots in professionally-orientated programmes, widening participation, and a genuinely diverse and international faculty and student body, our focus is on creating and unlocking life-changing opportunities through learning and research that influence behaviour and professional practice.

Kingston University's Board of Governors has approved a £325m investment programme which, over the next decade, will continue to create high quality buildings and landscaping to improve the teaching and learning environment. The new buildings will be innovative, environmentally sustainable and flexible enough to adapt to future needs. This includes a new Sports Hall to be built close to the Business School, which will encourage more active behaviour for students particularly on the Kingston Hill campus.

The Business School continues in a period of dynamic development and innovation. The School aims to fulfil its mission across four areas of activity: undergraduate education, postgraduate education, executive short courses and summer schools, and research. In terms of strategic planning, 2015-16 was a transitional year, with a major focus on actions for medium and long term development. 2016-17 sees a major initiative implemented: the new undergraduate degree portfolio with integrated business experience. 2017-18 will see the new postgraduate portfolio implemented, along with significant progress towards realising our objectives in research. The strategic objectives for the next five years are:

1. Support all students to realise their potential academically and in the world of work, and maintain our relationships with them as alumni.
2. Continue to develop our portfolio of undergraduate and postgraduate programmes.
3. Continue to improve our pedagogy.
4. Deliver and support our portfolio with engaged staff: academic staff will inform their teaching with current research, scholarship and practice; and all academic and professional staff will engage with continuing professional development and maintain professional values to enhance the student experience.
5. Maintain a staff: student ratio and class sizes that enable the delivery of engaged student support, encourage innovation in teaching and learning, and allow time for a higher level of research activity.
6. Further develop enterprise engagement.
7. Continue to provide a research environment that allows staff and students to flourish, and expand the scale and quality of engaged and impactful research.

A full research strategy is embedded into Kingston Business School's planning, with research activity facilitated through workload allocation and funding. We have strong research foci in small business/entrepreneurship, international business, behaviour and practice, and innovative pedagogy. The School's Associate Dean of Research is a member of the Faculty Management Group, and therefore has a direct input into Faculty-level strategic decision-making, the annual planning cycle and budgetary allocation. The Research Strategy outlines our objectives to:

- Ensure the strongest environment in terms of quantity and quality metrics for external assessments in terms of number of staff submitted, external income, impact, research student completions.

- Develop and sustain recognised centres and areas of research excellence, as identified in external assessments, through strategic investment and to act as a focus for high quality research.
- Cultivate new research groups that may act as nascent research centres or clusters of individuals who have common research interests, to nurture staff interests and enable the vitality and sustainability of research activity.
- Promote and disseminate research outputs and activities through the research repository, newsletters and events and an enhanced website presence.
- Achieve enhanced levels of external research funding, from both public and private sources, OST and contract research.
- Develop strategic collaborations, international and national, to enhance research reputation, capabilities, capacities and impact.

All research-active staff are allocated time on their workloads to develop their research and publications. Faculty have at least 50% of their time available for research.

Running alongside the Business School's Departments there are a variety of Research Centres and Groups, with specific objectives. For example, the research objectives of the Behaviour and Practice Research Group - which works across a range of fields, including energy consumption, healthy lifestyles and responses to flood risk - involve gaining interdisciplinary insights into factors shaping behaviour and practice, and the subsequent evaluation of new interventions (including digital technologies) based on the research insights. To further support this group, the School has agreed to fund development of a specialist Behavioural Lab during 2017.

“Mind on: Business School things to know before you are 18”

Kingston Business School will promote a series of workshops for secondary school students about key business-related concepts relevant to their personal and working life. Through the “Mind on” community-focused and free learning opportunities, we will enhance our engagement with the community, by helping young people develop fundamental business and life skills before they enter higher education and/or workplace. The “Mind on” series are aligned to the University's widening participation strategy and will contribute to enhance the relationship with schools.

Starting in October 2017, the “Mind on” series will be composed by six Saturday workshops for students aged 14-16 and six for students aged 16-18, every two weeks. All workshops will be based on storytelling combined with hands-on activities and will last approximately two hours. Indicative topics include: money, spending, making money, social media, innovation, Intellectual Property (IP) and starting a business.

Appendices

Kingston University Led by Learning Strategy: Education, Research and Enterprise Strategic Objectives

Our current strategy, Led by Learning, was first developed in 2012 and it has been regularly updated each year. The University has implemented its strategic plan through a series of core underlying strategies and their operational plans. The objectives defined in our Education, Research and Enterprise strategies for 2015-2020 are listed below. PRME is visibly embedded in our strategy, with clear objectives that will contribute to enhance the implementation of each of the Principles.

Education strategy: goals and objectives

- To work in partnership with students, showing mutual respect and consideration, to develop academic excellence and the determination to succeed in a changing world, through the provision of a distinctive, research-informed, flexible, non-discriminatory, creative and innovative academic portfolio which is constantly refreshed and a variety of high quality learning experiences that allow students to develop as productive members of the global community regardless of individual backgrounds or characteristics.
 - To provide a portfolio and the systems and processes to support it, that is distinctive, research-informed, flexible, non-discriminatory, creative and innovative through regular review and enhancement in consultation with students and other stakeholders, to ensure student success.
 - To attract students to our provision, in accordance with the planned student number targets, who have the ability, commitment and potential to complete their intended programme of study, regardless of their background.
 - To provide a variety of high quality, engaging, learning experiences designed to allow all students to flourish, regardless of background, to promote the development of lifelong learners and produce graduates that are sought after for their employability and social responsibility attributes.
- To motivate our staff to achieve the highest level of professionalism, to be creative, responsive to innovations and challenges in the Higher Education environment, to be committed to professional development and working in partnership with our students through a range of services and a supportive and effective organisational culture which values respect for all individuals.
 - Encourage staff collaboration, collegiality and professionalism in learning and teaching through providing a range of development opportunities in a supportive environment.
 - To ensure all our academic staff professionally qualified in learning and teaching with transparent routes to promotion to professorial level based on learning and

teaching, research, enterprise and knowledge transfer, and professional practice, encouraging the highest level of academic practice for the mutual benefit of our staff and students.

Research strategy: key aims

- Conduct world-leading and distinctive research in a number of University centres of excellence.
- Facilitate the development of a University-wide sustainable research culture geared towards achieving excellence.
- Cultivate strong research leadership and effective research support structures.
- Embed research in all levels of academic activity (undergraduate, postgraduate, research degree, early career and established researcher).
- Enhance the reputation and impact of our research nationally and internationally and maximise the synergies between our research and enterprise activities.
- Establish effective mechanisms for the training of postgraduate research students and early stage researchers, while supporting the development of mid-career and senior researchers
- Increase the quantity and quality of our research students.
- Increase and diversify the sources of external research funding in order to build capacity, research quality and reputation.
- Develop strong collaborative links with appropriate institutions in the public and private sectors, nationally and internationally.
- Achieve the best possible outcome from our submission to the Higher Education Funding Council for England (HEFCE) Research Excellence Framework 2020.

Enterprise strategy: objectives

- Firmly position Kingston University as a leading university in enterprise and innovation within an environment that is supportive towards an enterprise culture.
- Create and build strategic and delivery relationships with partners, the business community, governmental agencies, the public bodies and other stakeholders, to generate income and create collaborative and sustainable partnerships for the wider benefit of students and staff.
- Continue to develop the transference of knowledge through the provision of accessible, delivery pathways in our continuing professional development for business and the public sector in our international and local markets and at the same time, responding specifically to regional workforce development needs.
- Continue to provide greater pathways for our students and staff by developing enterprise and business skills befitting employability needs for the future.
- Leading from the front by creating innovative new services with our local stakeholders to benefit the region.
- To build a sustainable income diversification strategy achieving £10M of revenue in Business and Enterprise in 2020.

The objectives above have been measured through Key Performance Indicators (KPIs). University's action plans and respective KPIs are available on Kingston University [website](#) (About us > How the University works > University vision and strategy).

Accreditations and Professional Memberships

Kingston Business School believes that gaining accrediting and professional body approval is vital in encouraging an atmosphere of continual improvement and ensuring we are meeting the latest professional standards. The majority of these accrediting bodies also require adherence to promotion of ethics sustainability and social responsibility and we are proud that we meet their standards. These accreditations include:

Accreditations



Only 5 per cent of business schools in the world are AACSB accredited. This major international recognition for Kingston Business School reflects our engagement, innovation, and impact in all we do and that we are committed to providing the best education.



One of the first business schools with triple Association of MBAs (AMBA) accreditation (MBA, Masters in International Business Management and DBA). AMBA has accredited the following programmes:

- Kingston MBA
- Kingston MBA in Moscow
- DBA
- MSc International Business Management.



The European Foundation for Management Development (EFMD) awarded us EPAS quality label for:

- BSc (Hons) International Business with Business Experience
- MSc International Business Management



The Chartered Insurance Institute (CII) offers exemptions from professional examinations in both General Insurance and Financial Services. The Institute of Chartered Accountants in England & Wales (ICAEW) offers exemptions from professional examinations – the department have the maximum ICAEW exemptions available (8).



The Chartered Institute of Personnel and Development (CIPD) has accredited the following programmes:

- BSc (Hons) Human Resource Management
- BSc (Hons) Business Management with Business Experience (HRM pathway)
- MSc Human Resource Management
- MSc International Human Resource Management (also delivered in Moscow).



The Royal Institution of Chartered Surveyors (RICS) accredits our undergraduate and postgraduate Real Estate courses:

- BSc (Hons) Real Estate Management
- MSc Real Estate

We also offer highly valued short courses to help graduates prepare for their RICS final Assessment of Professional Competence (APC), and a series of continuing professional development lectures and seminars.



The British Psychological Society

The British Psychological Society has accredited our MSc Occupational and Business Psychology, full time and part-time programmes.

Memberships



The Principles for Responsible Management Education (PRME) were developed in 2007. Under the coordination of the UN Global Compact and leading academic institutions, the PRME task force developed a set of six principles which lay the foundation for the global platform for Responsible Management Education. Kingston Business School has been an advanced signatory of PRME since 2015.



The Academy of Business in Society (ABIS) is a unique global network of leading business schools, companies and thought leadership institutions, committed to mainstreaming sustainable business enterprise in business research, policy research, management education, executive learning and development. Our school is an active member of this global network with offices in New York, Brussels and Shanghai. Kingston Business School is also an active member of the European Academy for Business in Society (EABIS).



Kingston Business School is an active member of the Chartered Association of Business School (CABS). The CABS is the authoritative voice for the UK's Business Schools and Independent Management Colleges. The Association was established to promote the excellence of Business and Management Education in the UK and to improve the quality and effectiveness of managers in the UK and internationally.



The Association for Project Management (APM) is committed to developing and promoting project and programme management and is the largest professional body of its kind in Europe. APM's mission statement is "To provide leadership to the movement of committed organisations and individuals who share our passion for improving project outcomes". Our school is a long standing member of this association.

AIM2Flourish is the world's first global initiative steering



future business leaders towards achieving the UN Sustainable Development Goals (SDGs) and a flourishing world for all. It offers a highly adaptable, professor-facilitated curriculum that combines classroom learning about transformative business models with the outside experience of students interviewing innovative CEOs.

IES Kingston is also a member of the International Ethics

Standards for the development and use of high quality international and principle-based ethics standards in land, real estate, construction, infrastructure and related professions.



International Recognition and Rankings



Kingston University students set up one in 10 of all graduate start-up businesses launched in England in 2015

The University saw off stiff competition from 158 higher education institutions across the UK after helping 371 of its entrepreneurial graduates get their companies off the ground in 2015. This represents an increase of 52 on the previous year. The figures come from the Higher Education Business and Community Interaction Survey 2014/15 which is completed by all publicly funded higher education providers in Britain. The results detail how universities and higher education institutions are contributing to the UK economy.



QS Global 250 Business Schools report 2017 ranks Kingston Business School among top 33 in UK

Kingston Business School has been ranked among the 33 best full-time MBA programmes in the United Kingdom in the QS Global Business Schools Report 2017. The school is listed as a 'superior' business school for employability and research and is also placed among the 38 best business schools in the UK, Ireland and the Nordic Countries region. The QS report is based on a survey of more than 12,000 international MBA employers.



Kingston MBA ranks amongst the top MBAs in Russia

Kingston Business School's MBA course in Moscow has been named amongst the best MBAs in Russia in a prestigious league table. Kingston's MBA in Moscow has been ranked the number 1 MBA by the Russian newspaper 'Izvestia', and by the business journal 'Company Secrets'.



Highest value University

Kingston University, including Kingston Business School, was named in a league table of the 30 "highest value" universities, following research compiled by international consultants The Parthenon Group. The research suggests that elite institutions do not necessarily attain the best outcome in terms of graduate salaries. In fact, some modern universities are better than a number of research intensive institutions at 'adding value' for students by consistently helping them to get well paid jobs. Outside of the 15-or-so most elite institutions in the country, a university's location and subject mix have more of an influence on starting salaries than perceived prestige.



The Research Excellence Framework (REF) 2014 ranks Kingston Business School 12th out of other universities in London and the South East

Almost 90 per cent of submissions identified as being of world leading or internationally excellent. The REF or Research Excellence Framework is an exercise undertaken

approximately every five years. It evaluates the quality of research in universities in the UK. It is the only Government sponsored ranking of research quality in UK universities.



Kingston Business School MSc programmes rated in top 100 globally by Eduniversal Best Masters Ranking 2017

Kingston Business School's Leadership and Management in Health MSc has been ranked 78th in the world and its Real Estate Management MSc 83rd by global leader in higher education information, Eduniversal. This positions Kingston Business School as one of the top seven providers of health management MScs and among the top 12 for postgraduate real estate management courses in the United Kingdom.



The Complete University Guide Rankings 2014 ranks Kingston Business School 2nd among the modern university business schools in London for Business Studies.

The Complete University Guide is an independently published ranking produced in association with The Independent newspaper. It uses nine criteria and statistical techniques to give a total score for each university. The criteria include: student satisfaction, research assessment/quality, entry standards, ratio of students to staff, spending on academic services, spending on facilities, the number of good honours awarded, graduate prospects and completion rate of degrees.



Eduniversal gives Kingston Business School a 3 Palmes (Excellent Business School with reinforcing international influence) rating in its annual ranking of business schools and universities in 154 countries

The 2016 rankings were determined from the responses of the Deans and Directors from the most prestigious and best Business Schools.

Courses Offered by Kingston Business School

Kingston Business School offers a range of courses across a variety of business disciplines, designed to meet the demands of today's organisations and the ever changing global economy. Responsible management is embedded in all courses offered by our Business School. Many of our courses are accredited or recognised by the leading professional bodies within that area.

Postgraduate Courses

PhD

- Doctoral Research Degrees
- DBA (Doctor of Business Administration)
- Business & Management MRes
- Occupational and Business Psychology Professional Doctorate
- MBA

Masters, PgDip, PgCert

- MBA (Full time and Executive, also taught in Moscow)
- Accounting, Banking & Finance
- Logistics and Supply Chain Management
- Creative Industries
- General Management
- Innovation, Management & Entrepreneurship
- Human Resource Management
- International Human Resource Management
- Leadership & Management in Health
- Marketing & Communications
- Occupational and Business Psychology
- Real Estate Management

We also offer executive and part time courses

Undergraduate Courses

Business Undergraduate courses

- Accounting and Finance BSc (Hons) with business experience single honours
- Business Management BSc (Hons) with business experience and choice of specialism
- International Business BSc (Hons) with business experience single honours

- Marketing & Advertising BSc (Hons) with business experience single honours
- Real Estate Management BSc (Hons)

Business top-up degrees, HNDs and joint honours courses

- Business BA/BSc (Hons) Joint Honours
- Business HND
- Business Management Practice BA (Hons) top-up single honours

Business courses taught overseas

- Business Finance BA (Hons) (top up) (delivered by Aventis School of Management, Singapore)
- Business Management BA (Hons) (top up) (delivered by Aventis School of Management, Singapore)
- Human Resource Management BA (Hons) (top up) (delivered by Aventis School of Management, Singapore)
- Marketing Management BA (Hons) (top up) (delivered by Aventis School of Management, Singapore)
- Business Administration BBA (Hon) (delivered jointly with SVKM in Mumbai, India)

Preparatory courses for international students

- International Foundation Year (delivered by Study Group)
- International Year One Business and Management (delivered by Study Group)

Kingston MBA Modules

At Kingston University, the MBA course – offered in a full-time and part-time basis, in London and in Moscow – comprises a set of ten core modules and four electives, in addition to the delivery of a management research project. Sustainability and ethics are embedded throughout the curriculum and there is a specific core module on Responsible Management:

Core modules

- Financial Management
- International Business Environment
- Leadership and Professional Development
- Management Research Project
- Marketing: Practice and Principles
- Operations Management
- Organisations and Management in a Global Context
- Responsible Management
- Strategic Decision Making
- Strategic Execution & Implementation
- Strategic Information Management

Elective modules

- Business Forecasting and Modelling
- Change and Creativity
- Corporate Finance
- Development and Growth of SMEs
- Entrepreneurship and Innovation
- Global Business
- Global Immersion (including study trip)
- Innovation Finance
- Interactive Marketing
- Management Consultancy
- Operations Strategy
- Problem Solving 2.0: Systemic Solution Methods
- Public Sector Management
- Strategic Project Management
- Top Management Team and Corporate Governance
- Winning and Retaining Customers

The Ten Principles of the United Nations Global Compact

Kingston Business School has worked for more than a decade towards the UN Global Compact's Ten Principles, which are derived from the Universal Declaration of Human Rights, the International Labour Organization's Declaration on Fundamental Principles and Rights at Work, the Rio Declaration on Environment and Development, and the United Nations Convention Against Corruption.

Human Rights

- Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and
- Principle 2: make sure that they are not complicit in human rights abuses.

Labour

- Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
- Principle 4: the elimination of all forms of forced and compulsory labour;
- Principle 5: the effective abolition of child labour; and
- Principle 6: the elimination of discrimination in respect of employment and occupation.

Environment

- Principle 7: Businesses should support a precautionary approach to environmental challenges;
- Principle 8: undertake initiatives to promote greater environmental responsibility; and
- Principle 9: encourage the development and diffusion of environmentally friendly technologies.

Anti-Corruption

- Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

Kingston Business School

Kingston University London

Kingston Hill Campus
Kingston Hill
Kingston upon Thames
Surrey, KT2 7LB
www.kingston.ac.uk

For questions or comments related to this report, please contact:

Dr Fatima Annan-Diab
Head of Department - Strategy, Marketing and Innovation
Responsible Management Lead for the Faculty
F.Diab@kingston.ac.uk