

**BATH
SPA
UNIVERSITY**

**BATH
BUSINESS
SCHOOL®**

PRME Principles for Responsible
Management Education

an initiative of the



PRME: Sharing Information on Progress (SIP) 2021

Darren Hoad 2021



Bath Spa University Business School 2019-21

Our Commitment to PRME !

BBS is proud to be an active member of the international PRME community. Our 2030 Strategy commits the university to advancing knowledge, inspiring people to realise their talents and making the world a better place.

Our purpose is to
challenge our students and staff
to realise their talent and thrive,
for their own benefit and for the wider good.
By doing this
we will think and make
the world better.

Across the University our programmes are developing with a commitment to incorporate sustainability and align with the principles of education for sustainable development (ESD). For the Business School this includes the Principles of Responsible Management Education (PRME).

As a university we take our responsibilities to our community, the local city, the region and wider society very seriously. We recognise our responsibility to deliver our sustainability and wider strategies in a manner that is consistent with our commitment to PRME, that enhances the sustainability of the university and supports attainment of the UN Sustainable Development Goals.

The Business School has identified PRME as an important component of our Education for Sustainable Development agenda and this agenda continues to gain momentum in its reach and depth across the Business School and within the University.



The university's Graduate Attributes embed the principles of responsibility and we will continue to work hard over the course of our next reporting period to ensure that PRME informs the decision-making processes of the Business School as we seek to ensure that the graduates and post graduates of the university are fully prepared for the challenges and opportunities that they will confront in their professional lives.

We have identified ambitious and realistic objectives for the next reporting period and will commit to embed them in the things we do.

Interim Head (s) of the Bath Business School

Dr Diana Reader

Diana Reader

Bath Spa University Business School: PRME Shared Information on Progress.

Bath Spa University Business School (BBS) has been a PRME Signatory since April 2019. In this time we have taken a proactive approach to our commitments to sustainability and our PRME pledges.

This is our first submission and outlines the range of initiatives we have embarked upon and some of the achievements we have made in such a short period of time. It also traces the wider university context of these achievements and attempts to add some perspective to what has been done thus far. In our actions we have attempted to uphold the 6 Principles of PRME.

The Principles of PRIME

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.

Principle 2 | Values

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

Principle 3 | Method

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

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.

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.

Principle 6 | Dialogue

We will facilitate and support dialog 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

Context:

Bath Spa University is based in Bath in the UK. Its main teaching site (Newton Park) is rural and campus based. The University has approximately 8,500 students, the majority of which are undergraduates (6,500) studying a range of arts, science and humanities subjects. The central motif of the course portfolio centres around creativity and enterprising activity.

The Business School (BBS):

Within the University, the Bath Business School (or BBS) is the largest academic department. The Business School was established in 2018 and is one of the smallest business schools in the country. It has approximately 800 students and 30 FTE members of staff. In spite of its size, in the last 5 years it has

been nominated twice for *Business School of the Year* by the *Times Higher*.

BBS has undergraduate and postgraduate programmes focused on business, management and arts / cultural management. It also has growing programmes in Fashion Marketing and an LLB in Law. It has a number of specialist pathways through the core Business and Management programme including economics, marketing, human resources, festivals and events management etc.¹

Sustainability at Bath Spa University:

In the wider context the University has made significant progress in sustainability matters and could be considered a high achiever in terms of commitment and outcomes. This is captured in our 2030 University Strategy (below) and in our broader commitments and objectives;

“Our purpose is to challenge our students and staff to realise their talent and thrive, for their own benefit and for the wider good. By doing this we will think and make the world better”².

In January 2020 the University declared its support for the Declaration of a Climate Emergency.

In the Times Higher Education Impact ranking the university scored in the top quartile for SDGs 4,5,10,13,15 & 17. The University is also 11 years into a carbon reduction programme,

Our vision is underpinned by a commitment to sustainability, economic and cultural well-being and environmental improvement.

We recognise that our activities have environmental and social impacts.

It is our aim to minimise our negative impacts and to have a positive impact wherever we can.

To achieve this we will:

- Continually develop and expand education for a sustainable future in the curriculum.
- Continually improve energy efficiency and reduce carbon emissions through our Carbon Reduction Policy and Management Plan.
- Protect the environment by preventing pollution and by minimising the use of natural resources and the production of waste.
- Manage the University's estate to preserve the historic landscape and buildings and to encourage and maintain biodiversity.
- Promote the use of sustainable modes of transport.
- Continually improve sustainable purchasing practices.
- Promote sustainability awareness and practice amongst all staff and students.
- Endeavour to ensure that our investments provide a good return for the University, without compromising the objectives of this Policy.
- Continually improve our ISO14001 and ISO50001 Environmental/Energy Management Systems.
- Comply fully with all relevant environmental legislation, regulations and agreements.
- Engage with other institutions and the wider community to share environmental best practice and to demonstrate environmental responsibility.
- Carry out our business practices in a way that is sensitive to our neighbours and interested parties.

Date of last approval: May 2020

Approved by: Vice-Chancellor, Professor Susan Rigby

¹ <https://www.bathspa.ac.uk/schools/bath-business-school/>

² <https://www.bathspa.ac.uk/about-us/culture-and-values/strategy-2030/>

which has seen CO2 drop from 90 kg/m2/y to 30 kg/m2/y. It has also made a Fossil-Free Pledge and made a public commitment to Net Zero Carbon by 2030³ with a plan developed to achieve this aim⁴ . Furthermore, we have a dedicated senior management Steering Group to ensure delivery⁶. The University is also half way through a 10-year Biodiversity and Habitat Management Plan⁷ and have recently published the first SGD report, capturing how our education, research, business practices and partnerships support the SDGs⁸

<p><i>Principle 6 Dialogue</i> We will facilitate and support dialog 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</p>	<p>Yes - e.g. through our engagement with the local community and local businesses and organisations; guest sessions, workshops etc.</p>
---	---

The Application of PRME Principles

The Principles of PRIME	Actions
<p><i>Principle 1 Purpose</i> 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.</p>	<p>Yes - e.g. through formal and informal curriculum enhancement; utilisation of business case study materials</p>
<p><i>Principle 2 Values</i> We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.</p>	<p>Yes - e.g. through formal and informal curriculum enhancement; utilisation of business case study materials</p>
<p><i>Principle 3 Method</i> We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.</p>	<p>Yes - e.g. through discussion and application of ESD frameworks</p>
<p><i>Principle 4 Research</i> 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.</p>	<p>Yes - e.g. evidenced through staff research outputs and student assessment materials</p>
<p><i>Principle 5 Partnership</i> 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.</p>	<p>Yes - e.g. through our engagement with the local community and local businesses and organisations</p>

3

<https://www.bathspa.ac.uk/media/bathspa.ac.uk/about-us/green-focus/fossil-free-pledge-2020.pdf>

4

<https://www.bathspa.ac.uk/about-us/culture-and-values/green-focus/climate-pledge/>

<https://www.bathspa.ac.uk/media/bathspa.ac.uk/about-us/green-focus/Carbon-Reduction-Management-Plan-2018.pdf>

6

<https://www.bathspa.ac.uk/media/bathspa.ac.uk/about-us/green-focus/Sustainability-Strategy-2018-bath-spa.pdf>

7

<https://www.bathspa.ac.uk/media/bathspa.ac.uk/about-us/green-focus/Biodiversity-Management-Plan.pdf>

8

<https://www.bathspa.ac.uk/media/bathspa.ac.uk/about-us/green-focus/BSU-SDG-report-2020.pdf>

Bath Business School Sustainability Initiatives 2019- Present:

Given the size of the Business School and the short period of PRME operations, our achievements have been both significant and impactful. Signing up to PRME in April 2019 acted as a catalyst for subsequent actions and we have achieved much in a short period of time.

Since 2018 the Business School has been updating its teaching curriculum in response to PRME principles. The integration of themes of responsible management, corporate social responsibility and sustainability within business and management education has occurred alongside a process of evaluation and self assessment measures to ascertain the baseline for our programmes.

The development of the curriculum has taken place alongside opportunities for staff development, training, consultation and deliberation. The developments of the last 3 years have taken place, as much as has been possible, within the context of co-creation and consultation.



Initiating the Consultation Process:

As key stakeholders, initiating any form of change involves the incorporation of staff and students into the process.

As a result we consulted with the Business School student body in a number of ways - through student consultative committees as well as through informal feedback or focus groups. The initiatives we proposed were supported by the student body.

Discussions and consultation with staff took place in staff development meetings. Workshop opportunities were used to develop the sustainability agenda. We also brought in external consulting participants including representatives from the chapters of PRME (from UWE), programme external examiners and other interested parties from across the

university such as the Sustainability management team and PVC for Teaching and Learning.

SDG and Sustainability Mapping:

Recognition of the need to evaluate the position of our programmes, initiated a sustainability / SDG⁹ mapping process across the Business School in 2019¹⁰. The findings have proved to have been a valuable tool and used to inform our progress going forward.

Somewhat predictably, in some of the 17 SDGs, the Business and Management programme fared very well (e.g. SDG 8 Decent Work and Growth; SDG 9 Industry, Innovation and Infrastructure; SDG 12 Responsible Consumption and Production). In other SDGs the programme showed significant weakness (e.g. SDG 1 No poverty; SDG 2 Zero Hunger). This process has been extremely useful in terms of developing aspects of the SDGs which were weak and developing so-called 'blind spots' in our curriculum.

The changes and / or initiatives which have taken place so far or those which we wish to develop in the future, revolve around a number of themes.

Curriculum Change and development:

As much as is possible at this stage, the integration of themes of responsible management, corporate social responsibility and sustainability within business and management education has been taking place: The course team is also mindful of the principles of Education for Sustainable Development (ESD) and how this might be utilised and developed.

This is a summary of some of the key curriculum developments over the last 18 months:

First, we have engaged in the further elaboration and development of *specialist teaching modules* (Managing Sustainability) that focus on these topics and their inclusions in existing and new degree programmes;

Second, the curriculum has seen the *integration of topics of sustainability and social responsibility in existing modules on the mainstream* business and management subjects such as HR,

⁹<https://www.un.org/sustainabledevelopment/blog/2015/12/sustainable-development-goals-kick-off-with-start-of-new-year/>

¹⁰https://docs.google.com/forms/d/e/1FAIpQLSfpoWZQ44Oj_xu40pJ-wEvnMxunligUPA2JL26tRdE4wMbqBQ/viewform?usp=sf_link

Operations management, creativity and innovation, marketing, economics etc;

Third, the development of *new sustainability modules at postgraduate* level that prepare specialists on business sustainability and responsible management.

Fourth, the attempt to *incorporate Carbon Literacy Project (CLP)* into modules across the programmes or give students the opportunity to become certified.

Fifth, to work within the *Informal curriculum* generating sustainability supporting projects such as student awareness raising workshops

1: A Sustainability Core:

Perhaps the most significant and resonant curriculum change came in the prioritisation of sustainability in core elements of the programmes.

Previously, the Business and Management undergraduate programme had a single sustainability module (Managing Sustainability) *offered on an optional basis to Year 3 (final / L6)* students and would typically attract around 20-25% of the students in the third year cohort. After a consultation process a programme amendment changed the module status to a *compulsory core* module.

Now 100% (approximately 150-200 students) will take this module and leave the programme with a core education for sustainable development component.

2: Sharing Good practice:

The publication of the recent QAA (2021) guidance on *Education for Sustainable Development (ESD)* has also given further impetus to the process of sustainability programme incorporation. The sharing of materials outlining the principles of ESD and the pedagogical framework associated with it has given an impetus to the development of good practice. Furthermore the *sustainability / ESD skills and Competencies*¹¹ have been incorporated into module and programme outcomes in a number of modules in particular the Managing Sustainability module at L6.

Business school has a dedicated sustainability hub for teaching staff including core resources, data materials, tools and

simulations and teaching materials ¹². This is currently under construction and will be used in conjunction with the University sustainability curriculum development site.

3: New Sustainability Modules:

It was clear that if we developed sustainability initiatives at UG level this would need to be reinforced at the PG level. This was done with a new module in sustainability for all programs across the PG portfolio.

4: Carbon Literacy Project:

The incorporation of Carbon literacy into the Managing Sustainability has seen its first cohort (7 students) progress this summer.

This is a programme established to develop practical tools and spread the awareness of the carbon dioxide costs and impacts of everyday activities, and the ability and motivation to reduce emissions, on an individual, community and organisational basis. This will be made open to all modules across the business school programmes regardless of year of study.

5: The Informal Curriculum:

Staff in the BBS also recognise the importance and significance of the informal curriculum. This provides us with opportunities to develop sustainability in 'spaces' we might not normally use.

For instance students have engaged in sustainability projects when engaged in international travel and study. One such group engaged with students in Mexico and visited sustainability projects in rural communities.; Some have engaged with guest speakers and other volunteering opportunities focusing on sustainability; and a large number of students undertook a sustainability travel footprinting workshop before they engaged in international travel on study abroad opportunities.



¹¹ <https://en.unesco.org/themes/education-sustainable-development>

¹² <https://sites.google.com/bathspa.ac.uk/bbsustainability/home>

Staff Training, Development and Sustainability Champion:

Staff engagement and involvement in the sustainability journey is key to what we do and what we can achieve. During the whole of this process, sustainability discussions have been open and transparent and included all staff members having an opportunity to voice their hopes and expectations as well as fears and potential challenges. Staff knowledge, skills and engagement will inevitably differ at this stage and some subject matter will be easier to develop and further forward in their sustainability journeys. At least 3 staff development workshop sessions have been held around sustainability and the dominant pedagogy of education for sustainable development (ESD). A university wide initiative to support sustainability across programmes was launched in early July 2021. This will support staff incorporating sustainability into curricula and has been led by the Business School.

Furthermore, in September 2020 the Business school introduced the role of Sustainability Champion intended to galvanise sustainability activity and strategy.

The role is supported in the work allocation model by allocated hours and is intended to share sustainability practice and facilitate sustainability discussion and workshopping opportunities. It has been suggested that this model may be rolled out across the university and other academic schools and departments.

Staff development will also take place through the Carbon Literacy programme (CLT)¹³ noted above. Cascading the process downwards through those certified will give a greater sense of confidence when staff engage with sustainability and ESD. At least 2 members of staff are now CL certified.

2021 Onwards ?

The Business School will continue to progress and develop its sustainability agenda. 2023 has been highlighted by the University as a key milestone in developing sustainability in the curriculum. In the meantime the short and medium term objectives of the Business School will continue and revolve around a number of themes:

- Increase staff support and training;
- Enhancement and curriculum development
- Developing research and external relationships.
- Developing Resource and support materials

- The continued development of the Carbon literacy programme for students and staff. To be rolled out across the Business school and offered university wide.
- Continuing development of the Business School sustainability resource hub
- Continued incorporation and development of sustainability in the module curricula. To support staff with materials from the sustainability hub to develop teaching case studies and materials from across the programmes
- Incorporation of sustainability in staff development sessions; e.g. Development and support for ESD teaching pedagogy
- Commitment to develop sustainability initiatives with external stakeholders especially those in the local community and disseminate sustainability learning / knowledge
- To explore research opportunities for staff and cross disciplinary collaboration around sustainability.

Submitted July 2021

Contact details:

Darren Hoad
Bath Business School
Newton Park
Newton St. Loe
Bath
UK. BA2 9BN
d.hoad@bathspa.ac.uk

¹³ <https://carbonliteracy.com/>