

# Faculty of Business and Law

## Principles for Responsible Management Education Sharing Information on Progress Report

October 2012



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## 1. Introduction



This document, together with the attached 'Letter of renewed commitment' signed by Dr Jane Harrington, the Pro Vice-chancellor, UWE Bristol, and Executive Dean of the Faculty of Business and Law (FBL) constitutes our 2012 SIP Report. The FBL, now incorporating Bristol Business School and Bristol Law School, is the PRME signatory. The Report provides an overview of FBL's progress on prioritizing and implementing The Six Principles for Responsible Management Education over the past 18 months, illustrating both our achievements to date and our plans for the next reporting period.

### UWE strategy

- **Our vision** is to be the UK's best Knowledge and Learning Partnership University.
- **Our mission** is to make a positive difference to our students, business and society.
- **Our ethos** of genuine partnership working enables U+WE to successfully promote and drive opportunity, social justice, creativity and innovation.

### Together U+WE will INSPIRE

Uniting our mission, vision and ethos to drive our strategy forward:

**I = Innovation**

**N = Nurturing talent**

**S = Student experience**

**P = Participation**

**I = Internationalisation**

**R = Research**

**E = Exchange.**

UWE Bristol continues to strive for excellence in teaching, the student experience and corporate and social responsibility

## **Our educational mission and vision**

### **FBL learning, teaching and assessment strategy**

Our overarching aim is to maximise student achievement (both in relation to award classification and to employability) and student satisfaction whilst maintaining appropriately rigorous academic standards and supporting the University's vision of becoming an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness.

### **Supporting objectives**

1. Further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty.
2. Increase in the use of links with the world external to UWE Bristol, (including professional accreditation where possible), to inform curriculum design and delivery and provide lifelong learning opportunities
3. Provision of an effective, efficient and supportive infrastructure for learning including organisation and management of programmes, student advice, communication with students, etc.
4. Appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally-aware lifelong learners.
5. Provision of effective support for students making the transition to learning at UWE Bristol.
6. Provision of effective and ongoing developmental support for all staff.
7. Use of effective strategies for assessment for learning.

## 2. Activities, developments and achievements during 2010-2012

### PRME principles

This section provides detailed overview of activities and developments within FBL's curriculum, its pedagogic practices, research and collaboration with local and international communities that match the six PRME principles. The evidence illustrates our close adherence to, and innovative ways of implementing, all the principles within the reporting period. It also presents a distinct set of achievements around principles 3, 5 and 6.

**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.

**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.

**PRME Principle 3 | Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible 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.

**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.

**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

As a constitutive member of UWE Bristol, FBL is committed to exposing all students to the context of sustainable development for their professional lives. The University's current formal commitments to Education for Sustainable Development (ESD), including eight Key Performance Indicators, are set out in the University's sustainability strategy document ([UWE's Sustainability Strategy 2008-2012](#)).

Knowledge Exchange for Sustainability Education (KESE) was established to provide strategic direction to, and oversight of, activities contributing to ESD in the curriculum. KESE is a cross-University group that reports to the Learning, Teaching and Student Experience Executive and the Sustainability Board. The strategic activity of KESE is summed up as:

- The development and implementation of an education for sustainable development action plan, which drives forward strategic engagement within this area.
- Engagement with all 18 departments of the University to monitor and support the integration of sustainable development into undergraduate and postgraduate programmes and obligatory ancillary learning such as the [Graduate Development Programme](#) (GDP).
- The provision of ESD resources and a rolling programme of staff development activities.

We at UWE Bristol have utilised collaboration across the University (Faculties and Departments of Business, Law, Environment and Technology, Applied Sciences and Health) in developing joint programmes, conferences and teaching materials. Furthermore, IKEN, an internal knowledge exchange network, acts as an internal forum for defining, debating and promoting UWE's Education for Sustainable Knowledge Exchange and Sustainability Education Development. We believe in the power of partnerships as illustrated by [www.uwe.ac.uk/aboutus/thepartnershipuniversity](http://www.uwe.ac.uk/aboutus/thepartnershipuniversity)

The FBL's shared view is that education for sustainable development is about the contribution that can be made to sustainable development through learning and teaching. Key to this is the development of skills, knowledge and values that promote behaviour and approaches that support the goal of reconciling human needs with the environmental limits of the planet. To that effect, and in line with **principles 1 and 2**, the issues of ethics, values, equality and global justice are addressed across all our subject areas and degree levels, in order to broaden the aspiring leaders' and managers' understanding of complexities and controversies related to creating a more sustainable and inclusive global economy, and recognising and managing associated risks. The aim is to enhance our students' individual operational and strategic skills



in the global business environment and help them develop sensitivity to the tensions in choosing and implementing practical solutions. Topics and fields of application include corporate social responsibility (CSR), environmental economics, renewable energy, sustainable procurement, risk management, public policies on environmental protection, international environmental law, inter-organisational collaboration in a global context, tourism and eco-tourism, small businesses and EU governance structures in aerospace, finance and the public sector, to mention a few.

In addition to ‘Sustainable Business’, another specialist undergraduate module, “Good Business, Bad Business and Sustainability” was launched in 2011/12 and was taken by 85 students while demand in 2012/13 is even stronger. Our modules in International Environmental Law and Human Rights are very popular as is our sustainability-informed MBA curriculum, which includes international field-trips to sites relevant to the debates of global social responsibility and the triple-bottom-line (Economy, Environment and Society), e.g. national parks, mines, developing countries and those in transition or under post-war reconstruction. The curriculum is rich with innovative pedagogic strategies, teaching and learning methods informed by research but focused on practice, and involving open and frequent exchanges with communities and businesses (**principles 3, 5 and 6**).

## **Illustrative examples of pedagogic initiatives**

### **The MBA field trip**

The MBA trip, an integral part of the module Risk and Sustainability in Global Operations, is a direct result of the PRME-related developments within the FBL MBA programme to include and integrate into the MBA curriculum the pertinent topics of sustainability, risk, crises, complexity and security in a global context. The trip is open to everyone enrolled on any of the Faculty’s



MBA programmes and provides a value-adding learning experience which combines traditional lectures and seminars with visits to specific locations and participation in consultancy projects for local partners (national parks and river protection; mining, tourism and eco-tourism ; small professional firms/consultancies). Disciplinary diversity of the

academic team involved in the teaching of the module and organising the field trip provides a unique added value as it covers the fields of economics, politics, philosophy, law, management, sociology, and engineering.

The MBA annual study trip has been seen as an immensely valuable experience for all students attending. Last year (2011), the trip was summed up by one student as:

**“A combination of amazing people, interesting lectures, flexible planning, intellectual input and open-mindedness that made this trip one that will never be forgotten.”**

The trip provides an opportunity to engage with local organisations and academic institutions and gain ‘hands-on’ experience of risk and sustainability issues, privatisation, globalisation, economic transition, political life and public policies in the region. It also facilitates first-hand appreciation of nature’s intrinsic value and shared vulnerability by being-in-nature; as well as exposure, reflection and a healthy respect toward socio-cultural and ecological diversity and healthy relationships with others. The knowledge and hospitality of our hosts at each of the sites visited on the trip ensure that this MBA study trip provides an outstanding educational experience with the focus principally on global risk and sustainability issues. The combination of specialist lectures and highly relevant visits, set against the background of a unique local culture and history, make the educational experience especially effective and also highly enjoyable.

Visits to National Park Donau-Auen (Hainburg), an IUCN protected ecological sanctuary on the river Danube along the eastern borders of Austria

(<http://www.donauauen.at/?area=nationalpark>) in 2009 and 2010 and to the National Park Djerdap on the River Danube on the Serbian border with Romania in 2011, provided a unique learning environment. Eight collaborative consultancy projects led by the students were successfully completed as a result of our collaboration with the management teams of the



National Parks, of the Cross-European Danube Parks Protection Network and local communities and universities as per PRME **Principles 5 and 6**.

The collaborative consultancy projects were about:

- An analysis of internal and external communications within the EU-funded, complex collaborative DANUBEPARKS project.
- Sustainability and eco-tourism in parks along the river Danube – some guidelines for National Parks Donau-Auen and Djerdap.



- Some recommendations for sustainable transport solutions in the context of National Park Donau- Auen.
- Renewable energy, hydropower, ecology and risks – a comparative study of global practices/ feasibility study of the impact of opening a phosphate mine on environment and communities: risk, costs and benefits, for Victoria Group, Serbia.
- Sustainable business and knowledge economy Yu-Build Consultancy, Belgrade, Serbia.
- Collaboration challenges between Djerdap National Park and the Danube Parks Protection Network for the management of Danube Parks.



for



- Spittelau

(<http://www.wieninternational.at/en/node/9543>) a guided tour through Spittelau, a waste-recycling plant in the city centre of Vienna, with unique technological and logistical solutions, and sustainable practices in waste management, recycling and reusable energy. Our hosts took us on a tour through the plant and explained in detail the technology behind the EfW (energy from waste) process at Spittelau. In addition,

it was an opportunity to reflect, individually and as a group, on the design (architectural solution) of the plant in the context of the Vienna city centre, public consultation and societal concerns, appreciating the value of the plant as an outstanding tourist attraction.



FBL MBA students' comments on their experience show the impact of our pedagogic aim on their development towards building a shared understanding in a global context, focusing on values, humanity and moral responsibility and considering alternatives in an informed manner.

“This was different, it was not just another module about global business, it was about the people who do the business globally and the problems and opportunities that they may face during their journey of working globally, and the success and failures of their decisions and its impact not only on the global economy but also on the global environment.”

“The lectures and class discussions have opened up my awareness of decisions that I make both at work and at home and the impact of that decision. I feel that I have developed greater moral responsibility for the planet. I found myself getting very angry about global situations when writing my assignment.”



“I have been interested in why, as a nation and even globally, we haven’t woken up to the problems that are being talked about and are emerging as the years go by: being resourceful with waste; taking responsibility, being transparent about risks, thinking creatively about natural beauty, protection of the environment and business success away from pollutants and

disregard. This trip broadened my awareness of these issues.”

“The trip to Djerdap National Park has widened my understanding of where the businesses interest and government’s interest can meet and work together in order to create substantial advantages. This new profound knowledge has been developed from a combination of sources. Firstly, through thorough secondary research, where a number of texts and journals were read, analysed and compared. This followed by primary research in Serbia where first-hand experiences and case-studies were explored, with professional dialogue and problem solving alongside the practicing local business leaders. This has allowed me to decide how, I myself, wish to progress on my own professional journey, with my main focus of creating and maintaining a highly sustainable business structure.”

“This module has made me think differently and had a greatest impact on my personal life. I am a believer in principles and values in business as well as in life.”



Closely embracing PRME **principle 3**, we have created educational frameworks, materials,



processes and environments that enable effective learning experiences for responsible leadership, and alternative and exciting teaching and learning spaces in the surroundings of outstanding beauty and central-European cultural heritage. This enabled learning by being in the nature in the moment and learning from visits and dialogue with practitioners, as students' testimonies illustrate:



“I really enjoy untraditional learning methods. Being outside the classroom is adding something special to the whole learning experience. It makes the topics more interesting and easier to understand when you can relate it to real life. Secondly, you get to know both your classmates and the lectures better and in a totally different way.



To me, the group work in this module was a new and really valuable experience. Working with people from different cultures with different backgrounds was both interesting and challenging. Thirdly, it was interesting to see that sustainability has focus in other parts of the world and especially in a country like Serbia with its fragile economy and war-torn history.”

“The National Park was beautiful and was my favourite day of the trip, an area of outstanding natural beauty and the air was so clean and fresh. The traditional lunch in a small wooden lodge was just perfect.”



“There were dramatic experiences of culture shock, unfamiliar terrain, sensitive topics discussed and unusual challenges collectively and individually experienced during this trip which added to the exposure to and understanding of some aspects of risk and sustainability in a global context.”

## **The MSc Sustainable Development in Practice**

Our new cross-Faculty course MSc Sustainable Development in Practice

(<http://courses.uwe.ac.uk/F8NA1/2012> ) focuses on one of the most challenging issues that companies and organisations face in sustainable development: effecting change in individual behaviours, business practice and wider society. It is unique in responding to employer demand for graduates who can address the human challenge of sustainable development: how we effect

change in individual behaviours, business culture and in society. The MSc launched in September 2012. The programme received £10K development funding from UWE Bristol and each Faculty has contributed staff resource to its development. Academic staff from FBL lead and deliver two core modules within this programme: Sustainable Organisation-Vision into Practice and Leading Change. The programme is recruiting strongly, attracting full and part-time students from a diverse range of backgrounds. Applicants include sustainability professionals as well as career changers and recent graduates looking to distinguish their CV in the highly competitive sustainability sector.

Filmed in Bristol, the UK's green hub, this short clip [http://youtu.be/buBj2mYM\\_IQ](http://youtu.be/buBj2mYM_IQ) describes, through the words of UWE Bristol's partners, how our hands-on educational method equips students to respond to sustainability challenges facing business, government and communities.



The bringing together of the following elements make the MSc innovative in the postgraduate sustainability market:

- Unique focus on the behavioural and cultural challenge of sustainable development. It brings together expertise in areas as diverse as media and communications, psychology, sociology, public health, business and environmental science to produce graduates that can bring a much-needed strategic and multidisciplinary approach to pro-sustainability change.
- Partnerships with organisations across a range of sectors are central. During development, the programme received input and letters of support from twelve organisations representing business, public and NGO sectors. Sustainability practitioners in key organisations (e.g. New Economics Foundation, Soil Association and other agencies) will make a significant contribution to the delivery of core modules.
- Practice is at the heart of its design. Core modules focus on real-world challenges each culminating in project-based assessment. Students undertake a work-based learning module and an intensive investigation into an area of professional practice during their final 60 credit project module.

- This MSc represents a whole University response to the urgent need for graduates with the unique set of skills that this programme will deliver. The programme came to fruition in 2011 as a winner of UWE Bristol's Curriculum Innovation Competition, the judges of which described it as 'an outstanding example of cross-Faculty co-operation'. All four of the University's Faculties are centrally involved in the design and delivery of the programme.

## Research and knowledge exchange

Research and research informed teaching is another important commitment within FBL and UWE Bristol (**principle 4**). Since 2010, FBL academic staff have been increasingly addressing sustainability themes within discipline areas (notably economics, marketing, law and global operations) and within its Research Centres (for example, The Social Marketing Bristol Centre [www.uwe.ac.uk/bl/bbs/research/bsmc](http://www.uwe.ac.uk/bl/bbs/research/bsmc) and Bristol Centre for Leadership and Organisational Ethics [www.uwe.ac.uk/bl/bbs/research/bcloe/whatwebelieve](http://www.uwe.ac.uk/bl/bbs/research/bcloe/whatwebelieve)

Contract research, consultancy and business engagement are supporting a more sustainable regional economy through addressing robust investment appraisal in carbon reduction projects in the defence sector and working with a local social enterprise support agency to evolve an appraisal framework to select viable green community business concepts for support.

Through our Knowledge Transfer Partnership (KTP) projects we 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. Our MBA alumni is an important pillar.

GNHRE <http://gnhre.org/> was first founded by a group of academic staff based in the Department of Law at UWE Bristol. It is now run on a voluntary basis by an international core team <http://gnhre.org/about-us/the-gnhre-core-team/> and supported by patrons and partners in a variety of fields and disciplines. This internet-based project aims to build a dedicated portal for the exchange of scholarship, thinking and insights drawn from community-embedded experience and praxis at the interface between human rights and the environment. Our aim is to build a global network of researchers, policy-makers, opinion-formers and community activists whose diversity forges new conversations and relationships. The GNHRE members are devoted to building a network for the creation of change and it starts with the transformation of thinking.



FBL contributes to facilitating and supporting a 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 (**principle 6**).

The Institute for Sustainability, Health and Environment (ISHE) brings together a unique blend of knowledge and skills to support the creation of a healthy, sustainable and low carbon future. [www.uwe.ac.uk/research/ishe](http://www.uwe.ac.uk/research/ishe) . The Institute is focused on supporting real-world change through working with businesses, public bodies and the third sector to aid the creation of a sustainable, low carbon and healthy future. Expertise is readily available through the creative and responsive interdisciplinary teams drawn from eighteen University Departments <http://www1.uwe.ac.uk/research/ishe/waystoworkwithishe>



UWE Bristol has been named as Higher Education Social Entrepreneurship Partner. A successor initiative will establish an effective eco-system for the development and growth of socially entrepreneurial activity within HEIs in England, with UnLtd working in partnership with HEIs [www.unltd.org.uk/hesupport](http://www.unltd.org.uk/hesupport)

## Sustainability on Campus



**"Sustainability is embedded in how we run the University and how we connect with the wider community."**

The above statement by Professor Steve West, UWE Bristol Vice-Chancellor, captures the approach

and practices within our Faculty too.

### Sustainability + action

UWE Bristol is made up of a community of over 3,500 staff and 30,000 students and, for this reason, has a massive impact on the environment. We are continually looking to improve the way we do things. Staff and students at UWE Bristol have put in a lot of work to improve the way we carry out our day to day activities. We have created a network of co-ordinators and champions across our Services and Faculties to collate ideas and promote sustainability.

Our University has been recognized as one of the UK's greenest universities and is placed in 11th position in the [People & Planet's Green League](#), which awards a degree-style classification to universities based on their environmental management and performance. FBL is a key supporter of the **Sustainability Week** initiative at the University and all it stands for:

[www.uwe.ac.uk/whatson/sustainabilityweek](http://www.uwe.ac.uk/whatson/sustainabilityweek)

### Biodiversity and ecology

UWE Bristol has many beautiful green areas across the different Campuses. These areas enhance the student and staff experience and contain a range of habitats and diverse species. We are committed to protecting these habitats and we work to maximise their potential to support biodiversity.

[www.uwe.ac.uk/aboutus/visionandmission/sustainability/biodiversityandecology](http://www.uwe.ac.uk/aboutus/visionandmission/sustainability/biodiversityandecology)

### Energy



UWE Bristol has been officially [certified with the Carbon Trust Standard](#). This is a mark of excellence that has been awarded to

UWE in recognition of measuring, managing and improving our carbon efficiency.

Staff and students at UWE Bristol are making a difference in the following ways:

- As a result of the Student Switch Off campaign, energy use is being reduced year on year and by 13% overall since 2008.
- Through the Green Office challenge, staff are working to make sure equipment and lights are used only when necessary –including switching off standby modes which can use up to 80% of the energy normally used.
- Through our network of volunteer Sustainability Co-ordinators and Sustainability Supporters, many changes have been made from introducing double-sided printing, to promoting video and teleconferencing.

## **Fairtrade**

UWE Bristol works hard to promote socially responsible choices to staff and students. As a large institution, we can have a big impact when we introduce initiatives of this kind which is why we encourage people to think globally and act locally. This awareness of the need for fairer resource distribution, particularly in less developed countries, is why Fairtrade is important to us.



## **Waste**

Recycling is key to UWE Bristol's Waste Management Strategy. Over the last 5 years, UWE has invested over £100,000 in recycling bins and in 2010/11, recycled 46% of waste from all Campuses.

## Transport

Tackling emissions by providing a workable travel plan and promoting alternatives to the car. To make it easier for people to get to UWE Bristol, the University invests nearly £400,000 per year in a subsidised UWE bus service, the Wessex Red, and in cycle facilities. We also provide a car share scheme with priority parking in car parks, to encourage drivers to bring passengers and lower the impact on traffic.



To make sure we are keeping on the right track, UWE Bristol's award winning [Travel Plan](#) is constantly under review to find areas where we can improve peoples' experience of commuting and, crucially, to identify ways of decreasing our carbon footprint.

## Procurement

Any organisation the size of UWE Bristol has an obligation to purchase ethically and sustainably. It is a responsibility we take very seriously so we continue to review and develop our [procurement policy](#) to ensure we are as environmentally responsible as possible.



### 3. Key objectives for the next 24 month period

We will work on:

- Finalising the restructuring of the FBL undergraduate curriculum with ethics, sustainability and CSR fully integrated and addressed in modules across all programmes at all levels
- Strengthening partnerships with corporations and enterprises to enhance our education programmes in line with the PRME principles
- Collaborate with other UN PRME signatories to promote the principles by participating in Summits and joint activities with special interest groups
- Generating, through research, creative ideas for developing, managing and leading a sustainable world
- Having our new, cross-University MSc in Sustainable Development in Practice established and well attended by delegates from local business communities and social enterprises as well as by international students
- Developing in partnership (University – Government - Business) behavioural change strategies
- Continuing with and enhancing the Sustainability Week scheme through students' involvement
- Energy and carbon emission management on our Campus. The University has two key targets in cutting our buildings' carbon emissions: by 2021 we want to achieve our relative aim of cutting carbon emissions by 50% from 2001 and our absolute target is to achieve 1.5% annual reduction from 2005/6 by 2020/21. We are currently on target; in 2011 we achieved a relative reduction of 31% and an annual absolute reduction of 2%
- Waste: UWE Bristol is committed to recycling 50% of all its rubbish by end 2012 and to reducing overall waste quantities by 10% by 2015  
[www.uwe.ac.uk/aboutus/visionandmission/sustainability/energy](http://www.uwe.ac.uk/aboutus/visionandmission/sustainability/energy)
- Transport: enhancing the existing bus services; introduce pool bike scheme for staff and new bicycle parking at all campuses  
[www.uwe.ac.uk/aboutus/visionandmission/sustainability/transport](http://www.uwe.ac.uk/aboutus/visionandmission/sustainability/transport)