



Faculty of Business and Law



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

December 2020



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## 1. Introduction to our SIP report 2020

The UN Principles for Responsible Management Education (PRME) is an initiative started by the UN Global Compact in 2008. The mission of PRME is to transform business and management education, research and thought leadership globally, while promoting awareness about the UN Sustainable Development Goals (SDGs) to develop the responsible business leaders of tomorrow.

In this report, the Open University Faculty of Business and Law confirms and renews its commitment to PRME and reports on its progress. The Open University Business School became a signatory to PRME in 2011 and submitted Sharing Progress on Information (SIP) reports in 2013, 2015 and 2018.

This is the first SIP report by The Open University's Faculty of Business and Law (FBL), which comprises both The Open University Business School and The Open University Law School. After the renewal of our commitment to PRME and an introduction to The Open University and the Faculty, the SIP report is structured around the seven PRME principles.

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### ***The seven Principles for Responsible Management Education***

#### ***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 and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.*

#### ***Principle 3 – Methods***

*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 and other organisations 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 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 7 - Organisational practices***

*We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.*

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## 2. Renewal of FBL's commitment to PRME

### **Renewal of the commitment to Principles for Responsible Management Education**

The Open University's Faculty of Business and Law is committed to upholding the UN Global Compact Principles for Responsible Management Education and to engaging in a continuous process of improvement in the application of the Principles for Responsible Management Education. We undertake to report on progress to all stakeholders and to exchange effective practices with other academic institutions.

We believe that the values of ethics, social responsibility and environmental sustainability are important in all areas of the Faculty's activities. This includes the areas identified in the principles: the Faculty's curricula, programme design, courses and learning, research as well as in partnerships and dialogue with all our stakeholders. We also understand that our own organisational practices should serve as examples of the values and attitudes we seek to convey to our students. We continue to encourage other academic institutions and associations to adopt and support these principles.

Yours sincerely,



Devendra Kodwani

Executive Dean



### 3. Introduction to The Open University and the Faculty

The Open University is a publicly regulated, not-for-profit, higher education institution, incorporated by Royal Charter (RC000391), which operates across the four nations of the United Kingdom: England, Scotland, Wales and Northern Ireland. Like all universities in the UK, The Open University operates within the guidance of the UK Quality Code for Higher Education. This code is maintained on behalf of the Higher Education Sector by the Quality Assurance Agency (QAA) for Higher Education.

The Open University (OU) is the largest academic institution in the UK, with 168,115 directly registered students (approximately 68,204 Full Time Equivalent) and a further 38,504 students in partner institutions in 2019. About 80% of our students study part-time at different levels of intensity and our flexible study models allow students to integrate their learning with work and life commitments. Except for our PhD students, our students do not participate in campus-based learning. Instead, our distance-learning model, now internationally recognised and followed by many other institutions, supports students where they live and work.

The OU was founded in 1969 on the belief that information and communications technology could bring high-quality degree-level learning to people who had not had the opportunity to attend a traditional campus-based university. Our aim is to promote educational opportunity and social inclusion by providing high-quality education to all who wish to realise their ambitions and fulfil their potential.

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#### *OU vision*

*To reach more students with life changing learning that meets their needs and enriches society.*

#### *OU mission*

*To be open to people, places, methods and ideas.*

#### *OU values*

*Inclusivity towards students and staff.*

*Innovation in teaching and research.*

*Responsiveness to the needs of students, employers, communities and society at large.*

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Characteristics of the OU are:

- a radical open admissions policy to our undergraduate curriculum
- a focus on delivering high-quality, carefully designed education at scale
- online study through extensive use of modern learning technologies and virtual learning environments
- student support, interaction and dialogue which are at the heart of Supported Open Learning which is our core pedagogic model
- the use of learning analytics to provide targeted student support in accordance with student needs.

The University and the Faculty also offer programmes to private, public and third sector clients as well as open online educational resources. These include smaller scale and bespoke modules such as those for Executive Education, and massive open online courses (MOOCs) for platforms. In 2019/20 the University's platform [OpenLearn](#) hosting our freely available educational resources had 13.5 million unique visitors. As of October 2020, co-owned social learning platform [FutureLearn](#), has 14

million registered learners, 70% of whom are outside the UK. Bespoke modules and MOOCs have pedagogic approaches that are adapted for their respective purposes.

Furthermore, the University provides educational materials to around 264 million people annually through our partnership with the BBC. For example, The Open University put plastics on the world stage through the Blue Planet II series, a co-production with the BBC, and is committed to showing that the education sector is an integral part of tackling the climate emergency.

The Open University comprises the following four faculties:

- Faculty of Arts and Social Sciences (FASS)
- Faculty of Business and Law (FBL)
- Faculty of Science, Technology, Engineering and Mathematics (STEM)
- Faculty of Wellbeing, Education and Language Studies (WELS)

### 3.1 Introduction to the Faculty of Business and Law

The Open University's Faculty of Business and Law (FBL) comprises both the Open University Business School (OUBS), which was founded in 1983 and is triple accredited, and the Open University Law School (OULS), which was established in 1998.

In OUBS, teaching and research is organised around the following academic departments:

- Accounting and Finance
- People and Organisations
- Public Leadership and Social Enterprise
- Strategy and Marketing
- Policing Organisation and Practice (until December 2020 part of the Department of Public Leadership and Social Enterprise)

With more than 100,000 graduates to date for all postgraduate and professional programmes, OUBS is one of the largest business schools in Europe.

OULS has taught more than 60,000 students and its undergraduate law degree is the most popular in the UK.

### 3.2 Commitments to the Global Compact, the UN SDGs and PRME

In November 2018, The Open University became a signatory to the UN Global Compact and thereby formally committed itself to supporting the Global Compact's Ten Principles and the UN Sustainable Development Goals (SDGs), both locally and globally. The Open University's Communication on Engagement (COE) to the UN Global Compact for 2020 will be available in April 2021. Note that many of the OU's policies predate our formal commitment to the Global Compact's human rights principles, labour principles, environmental principles and anti-corruption principle. The OU's formal commitment to the Global Compact is opening up new possibilities for university-wide debate.

From 2011 until 2020, OUBS was the signatory to UN PRME. OUBS submitted SIP reports in 2013, 2015 and 2018. In 2020, the Faculty decided to apply for FBL to be the signatory to UN PRME in order to include both the Business School and the Law School. The Faculty's renewed commitment to PRME has opened up debate on what all members of the Faculty and all its stakeholders want this commitment to PRME and the UN SDGs to mean. We are currently exploring how these commitments may further contribute to our institutional aims, strategies, policies, practices, dialogues and internal and external relations.

## 4. Principle 1 – Purpose

**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.

As a signatory to the Global Compact, The Open University and the Faculty are committed to putting into practice the values of global social responsibility and supporting the SDGs in our organisational practices. In addition, as a signatory to PRME, the Faculty is committed to including these values in our business and law curriculum, our research, partnerships and dialogue.

### 4.1 PRME in the Faculty's Strategic Plan

The Faculty does not have a stand-alone PRME strategy. However, the Faculty's Strategic Plan articulates our mission and vision by emphasising four overarching strategic aims which inform our decision making and drive our activities:

1. **Enable our students to succeed in their chosen study goals.** We will work in partnership with students and employers to provide a high-quality learning experience that will enable our students to achieve their study goals as well as positive professional and personal outcomes. We seek to offer a curriculum that addresses current and future organisational, legal and social challenges and meets the needs of students, employers and society.
2. **Grow and uphold financial sustainability.**
3. **Increase academic impact through research, enterprise and scholarship that has economic, public and social value consistent with our mission.**
4. **Making a positive difference for our people.** We are investing in our staff, developing skills and building capacity to create an excellent environment for research, teaching, tuition and professional development, to enable staff to succeed in their current roles and support them in their future career progression.

As this report will illustrate in the respective sections, the Faculty's first and third strategic aims are consistent with PRME principles 1, 2, 3, 4, 5 and 6, and the Faculty's fourth strategic aim is consistent with PRME principle 7.

Open University policies that drive FBL's approach to PRME in terms of our institutional practices will be described under Principle 7. Specifically, these include policies and initiatives related to:

- the Global Compact's Ten Principles related to human rights, labour law, environmental principles and anti-corruption
- supporting students to achieve success in their chosen study goals
- raise the level of attainment of students from all backgrounds
- equality, diversity and inclusion (EDI) for staff and students
- biodiversity and climate change.

The Faculty's approach to PRME in respect of our curriculum, research, executive education and partnerships and dialogue is specific to FBL, and will be explained under Principles 3, 4, 5 and 6, respectively.

### 4.2 The Faculty's emergent approach to PRME

The University's founding vision, mission and values underpin everything we do. In addition, Ethics, Responsibility and Sustainability (ERS) is an important policy area for which the Faculty and the



Business School must provide accountability as part of our efforts to maintain triple accreditation by EQUIS, AMBA and AACSB.

As demonstrated in the Business School's 2013, 2015 and 2018 SIP reports, there has consistently been a strong emphasis on ethics and social responsibility in our curriculum and our research projects and publications. As will be illustrated under Principle 3, business ethics in management, professional ethics in accounting, finance and law, and corporate social responsibility feature throughout our curriculum. Individuals and groups, both in the Business School and the Law School, have developed many social responsibility initiatives in relation to research and public engagement.

In late 2019, several faculty members started a discussion about our commitment to PRME. In early 2020, the Faculty's Executive Dean initiated the FBL PRME Working Group. On 20 March 2020, the group had its first Skype meeting.

#### 4.3 FBL PRME Working Group: aims and activities

The FBL PRME Working Group (at the time of writing) consists of the following seven members:

- Stephen Godrich (Student Experience team)
- Hugh McFaul (Law School and Director of the Open Justice Centre)
- Mike Lucas (Associate Dean Curriculum Portfolio Strategy)
- Natasha Proctor (Senior Manager, Faculty Planning and Accreditation teams)
- Kristen Reid (Associate Dean Learning Design and Development)
- Siv Vangen (Associate Dean Research and Scholarship)
- Carien van Mourik (PRME lead, Department of Accounting and Finance)

Following its inception, the FBL PRME Working Group and the Executive Dean decided to apply to become a PRME signatory as the Faculty of Business and Law rather than the Open University Business School to better reflect FBL's commitment to the SDGs. The UN PRME secretariat confirmed this change in July 2020.

The FBL PRME working group's aims are as follows:

1. To raise awareness of our commitment to PRME and the UN SDGs among FBL members and stakeholders.
2. To invite engagement, exploration and discussion of the seven PRME principles and the 17 UN SDGs to identify what they currently mean for FBL, its students and other stakeholders, and how they relate to the Faculty's strategic aims for the coming years.
3. To collect data to inform discussions in the Faculty and with stakeholders in order to develop a more joined-up approach to including PRME and the SDGs in the curriculum, and communicating with, and inviting input and participation from, students and other stakeholders
4. To set up a system in the Faculty for collecting PRME-related data, on an ongoing basis, in order to support the development of a PRME/Ethics, Responsibility and Sustainability dashboard.

## 5. Principle 2 – Values

**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.

While the Faculty of Business and Law (FBL) embraces the University's mission, vision and values, FBL's own mission and vision were created with the education of business and legal professionals and research in business and law in mind.

### 5.1 The mission, vision and values of the Faculty of Business and Law

The Faculty's aim is to transform business, legal, and management education, research, and thought leadership globally to deliver just outcomes and create a sustainable future. Our core values commit us to being inclusive, innovative and responsive to the needs of students and employers and the communities in which they live and work.

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#### **Faculty Mission**

*To provide world-class open education and research which empowers individuals, organisations and society to influence future global development and deliver just outcomes.*

#### **Faculty Vision**

*To empower all professionals who strive to solve complex, critical problems by continuously learning, improving practice, supporting diversity, creating knowledge and innovating for responsible growth. Our global community will deliver social mobility and create a sustainable future.*

#### **University values**

*Inclusivity towards students and staff.*

*Innovation in teaching and research.*

*Responsiveness to the needs of students, employers, communities and society at large.*

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### 5.2 Level of awareness of our commitment to PRME

Precisely because the University's social mission is at the core of our reason for being, people in the Faculty have tended to rely on this social mission to guide their actions in terms of teaching, research, partnership and dialogue. Until this year, few people in the Faculty were aware of our commitment to PRME, and the University's commitment to the Global Compact and the SDGs.

In December 2019, informal discussions revealed a very low level of awareness of our commitments to UN PRME and the University being a signatory to the Global Compact and the commitment to supporting the UN SDGs. Very few people in the Faculty were aware of either commitment.

As part of the activities to raise awareness of our commitment to PRME and the UN SDGs, the PRME Working Group has given several presentations and stimulated discussions throughout the Faculty. The PRME Working Group now has an area on the intranet where FBL members can find information. There is also the PRME mini newsletter, which is attached to the monthly FBL Newsletter.

In August 2020, the PRME Working Group did a short online survey among all the staff in the Faculty to gauge the level of awareness. The survey comprised four multiple choice questions and one open question. The response rate was about 30%. The questions and responses were as follows:

Question 1: Are you aware that FBL is a signatory to the UN Principles of Responsible Management Education (PRME)

Yes	43 people
No	11 people

Question 2: Are you familiar with the seven UN PRME principles?

Yes	29 people
No	25 people

Question 3: Are you aware of the UN Sustainable Development Goals (UN SDGs)?

Yes	38 people
No	16 people

Question 4: Do you think that any of the UN PRME principles and the UN SDGs are relevant to your work?

UN PRME: Yes/UN SDGs: Yes	22 people
UN PRME: Not sure/UN SDGs: Not sure	6 people
UN PRME: Yes/UN SDGs: Not sure	3 people
UN PRME: Yes	5 people
UN PRME: Not sure	5 people
UN SDGs: Yes	8 people
UN SDGs: Not sure	4 people

Finally, people were asked to comment on their reasons for the choice they made in Q4. Quite a few people showed that they care about PRME and/or the UN SDGs, and thought they are very relevant to their work. Some respondents were prompted to find out more about PRME and the UN SDGs due to the survey. Some people were very critical of the UN SDGs. One respondent referenced a blog dated September 2015 entitled 'Five reasons to think twice about the UN SDGs'. A few people said that they do not see a direct relevance to their work because PRME seems very focused on teaching and research, which is not what they are working on.

The results of the survey show that the awareness of the Faculty's commitment to PRME has increased in the past year. However, there is still some way to go towards achieving a high level of awareness of our commitment to PRME, and a better understanding of how this commitment is relevant to the work of every person in the Faculty.

### 5.3 Ethics, responsibility and sustainability in curriculum and research

A mapping of our curriculum taught in the period 2018-2020 showed that our focus has been on ethics and social responsibility more than on environmental sustainability. This will be further explained under Principle 3. Similarly, an investigation of the research publications over the period 2018-2020 showed that the research centres and clusters in the Faculty, and most of the research

publications by people in the Faculty were related to social issues. This will be further explained under Principle 4. Both are a consequence of a heavy emphasis on our social mission.

These findings have generated discussion in the Faculty about possible ways of placing increased emphasis on environmental sustainability in our curriculum and research.

## 6. Principle 3 – Method

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

In accordance with our mission and vision, the Faculty has a strong commitment to widening participation in higher education through open entry at undergraduate level and avoiding imposing unnecessary barriers at postgraduate level. This objective is also furthered by a focus on highly flexible modes of study that allow students to organise their study around work and other life commitments, such as family care.

In 2019/20, the student population of the Business School was 40% male and 60% female with a broad age range from 16 to 80. The student population of the Law School was 37% male and 63% female. The average age of undergraduate students is 31 and the average age of postgraduate students 38. During the past five years, there has been an increase in the percentage of students declaring a disability, who represent 19% of undergraduates and 12% of postgraduates. The number of younger students has also continued to grow. On the undergraduate programme, the number of students aged 21 and under has risen from 7% to 9% between 2015 and 2020, continuing an upward trend over the previous five years. We have also recruited more students wishing to study at a higher than part-time study intensity.

The Faculty's programmes are underpinned by a rigorous attention to quality in terms of academic standards, student experience and multimedia learning products. A recent mapping exercise of modules taught between 2018 and 2020 resulted in the finding that our business and law curricula strongly reflect our social mission, but they focus much less on environmental sustainability. Most modules include learning outcomes related to ethics, and to a slightly lesser extent to corporate social responsibility. Environmental sustainability is included in the learning outcomes of less than a handful of modules across the business curriculum. There are two undergraduate business modules that are explicitly dedicated to sustainability and innovation in management.

As a consequence, people across the Faculty are currently deliberating on how best to make sure that ethics, social responsibility, environmental sustainability and the UN SDGs are included in the learning outcomes of the business and law curricula. Planned new curriculum in the Business School for the coming years will be designed to reflect the Faculty's commitment to UN PRME and the UN SDGs. The Law School's existing Bachelor of Laws (LLB) and BA (Honours) Criminology and Law include relatively few learning outcomes related to ethics, social responsibility and environmental sustainability. However, the Law School is currently working on a new LLB. In the process, the Law School has taken the initiative to decolonise the law curriculum. Furthermore, the Law School is exploring how to include the UN SDGs in the new law curriculum.

The next two sections will discuss the core business and law curricula.

### 6.1 Business curriculum

Our main undergraduate business programme for the period 2018-2020 is the BA (Honours) Business Management, which will be described below. Recently, the Faculty established three degree-apprenticeships, which are taught in England only. At post-graduate level, the business curriculum includes our MBA, MSc in Finance and MSc in Human Resource Management. The sections below will discuss the MBA.

### The BA (honours) Business Management

On successfully completing this course, students will be awarded the BA (Honours) Business Management degree. If students have chosen a specialist route, their degree title will reflect it as follows:

- BA (Honours) Business Management (Accounting)
- BA (Honours) Business Management (Economics)
- BA (Honours) Business Management (Innovation and Enterprise)
- BA (Honours) Business Management (Leadership Practice)
- BA (Honours) Business Management (Marketing)

Table 1 shows that each of the three stages requires student to study 120 credits, and there is one core module of 60 credits. For the remaining 60 credits at each level, the students can choose modules in accordance with the specialist routes.

**Table 1 UNDERGRADUATE BUSINESS PROGRAMME 2020**

BA (honours) Business Management		Credits
<b>STAGE 1</b>		<b>120</b>
<b>B100</b>	<b>An introduction to business and management</b>	<b>60</b>
<i>plus 60 credits from:</i>		
LB170	Communication skills for business and management	30
U101	Design thinking: creativity for the 21st century	60
MU123	Discovering mathematics	30
M140	Introducing statistics	30
YXM130	Making your learning count	30
B124	Fundamentals of accounting	30
DB125	You and your money	30
<b>STAGE 2</b>		<b>120</b>
<b>B207</b>	<b>Shaping business opportunities</b>	<b>60</b>
<i>plus 60 credits from:</i>		
DD209	Running the economy	60
DD226	Economics in practice	30
B205	Exploring innovation and entrepreneurship	60
B206	Understanding customers	60
B208	Developing leadership	60
B292	Management accounting	30
B293	Financial accounting in context	30
B294	Financial analysis and decision making	30
<b>STAGE 3</b>		<b>120</b>
<b>B302</b>	<b>Strategic management</b>	<b>60</b>
<i>plus 60 credits from:</i>		
DD309	Doing economics: people, markets and policy	60
B324	Marketing and society	30
B327	Creating futures: sustainable enterprise and innovation	30

B329	Leadership in a changing world	30
B391	Advanced management accounting	30

**B100: An Introduction to Business and Management** is the compulsory core level 1 module, accounting for half the level 1 curriculum (accounting for 600 hours of study). Of the seven main blocks of study, one is devoted entirely to ethics and responsibility issues (around 80 hours of study). This block covers theories of ethics, ethics and regulation, corporate social responsibility (CSR), globalisation, and sustainability and environment issues. The teaching has a strong practice orientation, using a wide range of examples and cases to help students develop a practical as well as a theoretical understanding of ethics and CSR issues. Ethics and CSR themes are also woven into other blocks of the module. The final assignment (of 5) is devoted to responsibility issues (typically organised around a case study) and the end-of-module assessment frequently includes questions on ethics and CSR themes.

**B207: Shaping Business Opportunities** is the compulsory core level 2 module accounting for half of all level 2 study. CSR and business ethics content is woven throughout this module. Themes include exploring public value in non-profit and public sector organisations; sustainable cities and urban environments of the future; ethical aspects of global innovation (e.g. a case study of ethical dilemmas for Google in China); a critical exploration of the development of a sustainable innovation culture; organisational politics and corporate social responsibility (motivated by a discussion of the Shell Brent Spar case); the social construction of value; and accounting for values, including connections between societal and economic progress. Finally, in the integrative learning material towards the end of the module, ERS issues play an important role in the integrative case study looking at the 'cost of coffee'.

**B302: Strategic Management** is the compulsory core level 3 module accounting for half of all level 3 study. The module is relevant to anyone interested in understanding how organisations can be managed strategically and sustainably. Students are asked to apply strategic management models to real cases from different contexts and critically assess their implications for organisations and stakeholders at large.

Business ethics, professional ethics and corporate social responsibility issues are also commonly addressed in electives and in modules specific to particular pathways for example B293 *Financial accounting in context* includes a unit on corporate governance, corporate social responsibility and ethics in relating to the accounting profession, which also introduces the UN SDGs. B324 *Marketing and Society* has a specific responsibility focus and B327 *Creating futures: Sustainable Enterprise and Innovation* has specific environmental sustainability focus.

#### Degree apprenticeships (England only)

An apprenticeship is a programme of work-based learning and study delivered by an employing organisation in collaboration with a registered training or education provider. Apprentices are paid employees who will gain both on-the-job training and the chance to study for a qualification which is linked to a specified professional status in their industry. Apprenticeship programmes must be constructed to a standard, developed by a group of employers in England (known as an Apprenticeship Trailblazer Group) and approved by the UK Government's Department for Education. This standard encompasses the competencies for the job, alongside the nature and level of the qualification to be gained. The OU is committed to developing and delivering a broad portfolio of degree level apprenticeships which align with relevant areas of academic expertise.

During the review period, the Business School completed the development of its Chartered Manager Degree Apprenticeship (CMDA) programme and launched two further programmes - a Senior Leader Masters Degree Apprenticeship (SLMDA) at postgraduate level and a Police Constable Degree

Programme (PCDA), which commenced in July 2020. This has contributed substantially to the University being viewed as one of the leading providers of degree apprenticeships in the UK.

### Master of Business Administration (MBA)

Ethics and responsible management are overarching themes that run through our MBA. Table 2 shows the four core modules and the four electives that comprise the MBA.

**Table 2 Master of Business Administration (MBA)** Credits

*105 credits from the core modules:*

B870	Managing in a changing world	30
B872	Creating and sustaining value	30
B873	Effective strategic management	30
B874	Finance for strategic decision-making	15

*Plus 45 credits from:*

BB842	Sustainable creative management	15
BB849	Supply chain management	15
BB851	Entrepreneurship in context	15
BB852	Public services leadership & management	15

Students are introduced to ethics and ethics issues in the first core module (B870), including how it relates to research, academic and industry (mal)practices. Unit 3 *Integrating ethics into practice* is taught over two weeks - Week 14: An ethical introduction - Ethical responsibilities, differences between morality and ethical judgement, and Week 15: Managing the ethical and the political - Human rights, inequalities at work.

Creating and sustaining value (B872), the second core module, is about socially and environmentally responsible management. Unit 2, Section 2 *Operations management, performance objectives and strategies*, Unit 2, Section 5 *Orchestrating supply chain collaboration*, and Unit 3 *Financial management* include elements of ethics, responsibility and sustainability. Week 4: Unit 2, Section 2.17 *Sustainability, the sixth performance objective?*, Section 2.18 *Operations, the 'triple bottom line' and corporate social responsibility*, Week 7: Unit 2, Section 5: *The ethics of supply chain collaboration*, Week 12: *Analysing for sustainability*.

Effective strategic management (B873), the third core module Unit 1 *Introduction to strategy* introduces in Week 3: Stakeholder management and corporate social responsibility, and in Week 4: Non-market strategy. Finance for strategic decision-making (B874) teaches financial decision-making and also pays attention to the behavioural finance literature.

There are two variations of the flagship MBA. First, the MBA (Technology Management) is an MBA qualification designed to enable managers, engineers, technologists, scientists and their organisations to successfully manage technological and organisational change in rapidly moving business environments. Second, the MBA (Healthcare Leadership) requires that students meet the entry requirements of our standard MBA, are employed by the NHS (or an organisation which supports the NHS) and be registered on, or have completed, B718: Leading in Healthcare (a compulsory module). This module was developed in collaboration with the UK National Health Service Leadership Academy and in partnership with Hay Group, a UK-based global management consulting firm that works with leaders to transform strategy into reality. This MBA (Healthcare



Leadership) is designed for individuals aspiring to senior management positions in the healthcare sector. The audience for this MBA is currently limited due to the entry requirements.

### MSc in Finance

Table 3 shows the modules that make up the MSc in Finance. All modules discuss ethics, and the first two have sections on corporate responsibility.

<b>Table 3 MSc in Finance</b>		<b>Credits</b>
B858	Introduction to corporate finance	30
B859	Financial strategy	30
B860	Research methods for finance	30
B861	Investment and portfolio management	30
B862	Derivatives and risk management	30

### MSc in Human Resource Management

Table 4 shows the modules that make up the MSc in Human Resource Management. B863 and B865 pay attention to ethics as required by the profession. B866 also includes social responsibility.

<b>Table 4 MSc in Human Resource Management</b>		<b>Credits</b>
B863	The human resource professional	30
B864	Human resource management in context	30
B865	Managing research in the workplace	30
B866	Employment relations, employee engagement	30
B867	Workplace learning with coaching and mentoring	30

## 6.2 Law curriculum

The Open University Law School curriculum is naturally aimed at supporting UN SDG 16 Peace, justice and strong institutions. However, the curriculum is being redesigned, during which time the curriculum will be 'decolonised' and explicit attention will also be given to ethics, responsibility and sustainability.

### Bachelor of Laws (Honours) (LLB)

The LLB currently comprises the modules as shown in Table 5.

<b>Table 5 Bachelor of Laws (Honours) (LLB)</b>		<b>Credits</b>
<b>STAGE 1</b>		<b>120</b>
W101	An introduction to law	60
W102	Law: concepts and perspectives	60
<b>STAGE 2</b>		<b>120</b>
W202	Contract law and tort law	60
W203	Public law and criminal law	60
<b>STAGE 3</b>		<b>120</b>
W302	Equity, trusts and land	60
W330	European Union law	30
<i>Plus 30 credits from:</i>		
W340	Law, society and culture	30
W350	Exploring legal boundaries	30

W360	Justice in action	30
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### BA (Honours) Criminology and Law

The Law School also offers a BA (Honours) Criminology and Law in collaboration with the Faculty of Arts and Social Sciences as shown in Table 6.

<b>Table 6 BA (Honours) Criminology and Law</b>		<b>Credits</b>
<b>STAGE 1</b>		<b>120</b>
W101	An introduction to law	60
DD105	Introduction to criminology	60
<b>STAGE 2</b>		<b>120</b>
W203	Public law and criminal law	60
DD212	Understanding criminology	60
<b>STAGE 3</b>		<b>120</b>
DD311	Crime, harm and the state	60
<i>Plus 60 credits from:</i>		
W330	European Union law	30
W340	Law, society and culture	30
W350	Exploring legal boundaries	30
W360	Justice in action	30

### Masters

At Masters' level, the law programme includes a module dedicated to human rights law and corporate social responsibility.

W800	Law dissertation
W820	Exploring legal meaning
W821	International law
W822	Business, human rights law and CSR

## 6.3 Access, Participation, Student Success and Employability

Including ethics, social responsibility and sustainability in our curriculum is one aspect of the Faculty's commitment to PRME in terms of teaching. Our audit has shown that there is room for improvement, especially when it comes to environmental sustainability. However, another aspect is our commitment to ensuring access to higher education for all who seek it. The University's Access, Participation and Success strategy provides a robust guide to achieving our aims related to equality, diversity and inclusion, and lays foundation for the University's plans submitted to the regulators to increase access and student success for diverse student groups.

A second area of activity focuses on the development of employability skills, particularly for our undergraduate provision, guided by the University's Employability Framework. The Faculty has worked closely with the University's Enhanced Employability and Career Progression (EECP) team to embed employability skills (including digital and information literacy) in the undergraduate curriculum through module learning activities and assessment, and to map skills development supported by the University's FutureYOU personal development planning resource for students.

The Faculty collaborates with the Careers and Employability Services unit (CES) to enhance career progression of postgraduate students and build links with employers and professional bodies as well as host events and other career enhancement activities.

## 7. Principle 4 – Research

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

The Faculty of Business and Law is home to four Academic Centres of Excellence (ACE) and six Research Clusters (RC). Each of these is aimed at contributing research intended to solve social problems.

### 7.1 Research centres in FBL

The Academic Centres of Excellence (ACE) comprise:

- The Centre for Voluntary Sector Leadership (CVSL)
- The Centre for Policing Research and Learning (CPRL)
- Research into Employment, Empowerment and Futures (REEF)
- Centre of Public Understanding of Finance, Institutions and Networks (PUFIN)

#### Centre for Voluntary Sector Leadership (CVSL)

CVSL focuses on leadership development and collaborative leadership in the voluntary (non-profit) sector through a virtuous circle of engaged research, learning and knowledge exchange. At present, it focuses on the smaller, locally based voluntary organisations that have limited resources to access expensive training and development resources. Through a focus on inclusive, participative and collaborative leadership (as opposed to leadership focused on the elite or those in position of power), it seeks to enable such organisations to tackle more effectively the complex social and environmental challenges that they face in the post-austerity policy environment.

See: <https://www.open.ac.uk/centres/voluntary-sector-leadership/>

#### Centre for Policing Research and Learning (CPRL)

The Centre for Policing Research and Learning (CPRL) is a collaboration between The Open University and, currently, 20 UK police forces and police agencies to create and use knowledge to improve policing for the good of society. The Centre is led from the Business School and works with more than 50 academics from all faculties and institutes across The Open University, covering a wide range of academic disciplines relevant to policing, including leadership, management, organisation studies, psychology, law, engineering, web science, criminology, and educational technology. CPRL's impact will be discussed under Principle 5.

See: <https://www.open.ac.uk/centres/policing/>

#### Research into Employment, Empowerment and Futures (REEF)

REEF is concerned with the profound change driven by developments in technology, shifts in geo-political power and the climate emergency as experienced in societies and workplaces. It seeks to grapple with the urgent question of how to create sustainable economies and societies in a way that secures the future of the planet and all humans, animals and wildlife that inhabit it.

See: <http://business-school.open.ac.uk/research/research-activity/reef>

#### Centre of Public Understanding of Finance, Institutions and Networks (PUFIN)

PuFin works to improve public understanding of personal finance through its research and the delivery of free resources, providing individuals with the tools to make sound financial decisions.

PuFin has been refreshed to focus on financial decision-making under uncertainty, institutions that affect and are affected by people's decision-making, and the interaction between people and their networks.

See: <http://www.open.ac.uk/business-school-research/pufin/>

## 7.2 Research clusters in FBL

The Research Clusters (RC) represent common and congruent research interests of staff. They are led by a senior researcher, are at various stages of exploration and development, and have a long-term plan to grow expertise and reputation. Like the ACEs, the RCs provide an environment for academics to lead externally funded research and engagement projects, and an academic base for doctoral researchers with related interests.

- History and Political Economy of Business and Finance (HYPE)
- Gendered Organisational practice (GOP)
- Social and Responsive Marketing (SRM)
- Strategic Management and Leadership (SML)
- Social and Sustainable Enterprise (SSE)
- Belonging
- Law, Information, Future, Technology (LIFT)
- Feminism, Gender and Law
- International Law
- Law and Religion
- Space Exploration Analysis and Research (SPEAR)
- The futures of legal education and practice

### History and Political Economy of Business and Finance (HYPE)

HYPE brings together scholars who aim at developing a critical approach to business and financial theory. HYPE puts forward an interdisciplinary research agenda using insights from the perspective of political economy (i.e. an interdisciplinary approach to the relations among individuals, governments, and public policy) and history.

See: <http://business-school.open.ac.uk/research/research-activity/hype>

### Gendered Organisational Practice (GOP)

GOP takes feminist solidarity as a starting point to create a space where feminists of any gender can share insights and knowledge from academic study and practice. The cluster fosters continuous collaboration and exchange between practitioners and academics and provides a hub for those interested in developing equality through their research but also for practitioners wanting to make their organisations more egalitarian and fairer places.

See: <http://www.open.ac.uk/postgraduate/research-degrees/topic/gendered-organisational-practice>

### Social and Responsible Marketing (SRM)

SRM seeks to explore the principles and practices of social marketing, sustainability in marketing, and strategic marketing focused on behaviour change interventions for societal wellbeing. It draws on the Strategy and Marketing Department's scholarly expertise in social marketing, strategic marketing, marketing ethics, marketing creativity, marketing-led corporate social responsibility, social enterprise and voluntary sector marketing, sustainable and ethical consumption, and consumer culture.

See: <http://business-school.open.ac.uk/research/research-activity/social-and-responsible-marketing>

### Strategic Management and Leadership (SML)

SML is concerned with strategic management and leadership in its widest sense and in all contexts (e.g. global and local, private and public sector), while also focusing on sub-interests that specifically address the OU mission – including strategic corporate social responsibility and strategic management in developing/emerging economies.

See: <http://www.open.ac.uk/postgraduate/research-degrees/topic/strategic-management-and-leadership>

### Social and Sustainable Enterprise (SSE)

SSE addresses the connections between entrepreneurial activity, innovation and the transition towards more environmentally and socially sustainable ways of doing business. It builds on a tradition of research, teaching and engagement activities in the Faculty and includes pioneering research on cooperatives, performance measurement for social enterprises and corporate social responsibility.

See: <http://www.open.ac.uk/postgraduate/research-degrees/topic/social-and-sustainable-enterprise>

### Belonging

The belonging research cluster has a general interest in matters relating to community and identity formation. The cluster invites interdisciplinary explorations informing legal questions relating to matters of belonging, identity, community, and citizenship.

See: <http://law-school.open.ac.uk/research/research-clusters/belonging>

### Law, Information, Future, Technology (LIFT)

Using critical, speculative, and empirical methods, and inter-disciplinary and trans-disciplinary approaches, this research cluster explores and analyses shifts, trends, and tensions in existing and emerging techno-legal domains.

See: <http://law-school.open.ac.uk/research/clusters/lift>

### Feminism, Gender and Law

The focus of our research is on the intersections between feminism, gender and the law. Academics and PhD students within OU Law examine this complex relationship in relation to a number of areas, including gender, sexuality and criminal law, first women lawyers, online violence against women & online misogyny, international law & women's rights in post-conflict situations, women in the legal profession, women, coercive control & criminal law, coercive control, prisons, gender identity and law, civil weddings and the cost of marrying.

See: <http://law-school.open.ac.uk/research/research-clusters/feminism-gender-law>

### Law and Neuroscience

Recent years have seen enormous advances in scientific understanding of the brain and behaviour. Academics within the Law School, including Paul Catley, Dr. Lisa Claydon and Dr. Stephanie Pywell, are examining the use and potential use of evidence from neuroscience and associated brain sciences within the justice system. They are collaborating with neuroscientists, psychologists and psychiatrists to understand the reliability of scientific claims, and working with lawyers worldwide to understand how science is being used in different jurisdictions and to recommend best practice.

See: <http://law-school.open.ac.uk/research/clusters/law-and-neuroscience>

### International Law

Much of OULS' research has an international focus, reflecting the global nature of our Masters programme. Academics with a particular interest in international law include Dr. Olga Jurasz, Dr. Neil

Graffin and Rhonson Salim. Olga's research focusses on gender, international law and human rights: exploring how public international law addresses the long term impact of armed conflict on women, and how women's rights are protected in the transition from war to peace. Neil Graffin's interests are in international human rights law and asylum law. Neil's current research looks at the prohibition on torture and inhuman and degrading treatment, the right to a fair trial, and also issues concerning the gathering of evidence in asylum claims. Rhonson's primary international law research interests lie in the areas of private international law, restitution and arbitration.

#### Law and Religion

This cluster is particularly interested in interdisciplinary study – the synthesis of law and philosophy, theology, politics and history. Project for Interdisciplinary Law and Religion Studies (PILARS) is run by a team of Open University and international academics researching in the field of Law and Religion.

See: <http://law-school.open.ac.uk/research/PILARS>

#### Space Exploration Analysis and Research (SPEAR)

SPEAR focuses on research, scholarship and knowledge exchange in the increasingly important area of analysis and evaluation of the deeper and wider socio-economic benefits of space exploration and development. Building on existing capacity created by the multi-disciplinary and cross-faculty reputational capital of the OU's expertise on space, the cluster focuses on key issues of business and society, public policy, industrial strategy and place-based leadership, governance and law, combating social exclusion and global challenges/sustainable developments goals that are related to the Space and Earth Economies.

See: <http://www.open.ac.uk/postgraduate/research-degrees/topic/space-exploration-analysis-and-research>

#### The futures of legal education and practice

As the leading provider of supported distance learning in the UK it is no surprise that OULS attracts academics who are very interested in the pedagogy behind distance learning, and in legal education more generally. Colleagues researching in this area include Paul Catley, Jessica Giles, Emma Jones and Dr. Stephanie Pywell. A particular focus of research within the Law School is on the teaching of ethics within Law programmes – researchers in this area include Keren Lloyd Bright, Roland Fletcher, Dr. Neil Graffin, Hugh McFaul, Francine Ryan and Professor Simon Lee.

See: <http://law-school.open.ac.uk/research/clusters/futures-of-legal-education>

### 7.3 Open Research Online

Open Research Online (ORO) is the Open Access repository of The Open University's peer reviewed and published research, as well as other research output types which meet the "[Frascati](#)" definition of research. Deposit to ORO is required in the [Code of Practice for Research](#).

The service is publicly accessible and can be browsed and searched freely. While most records are research papers, the repository allows a range of research output types to be recorded.

See: <http://oro.open.ac.uk/>

## 8. Principle 5 – Partnership

**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.

As will be clear from the information under Principles 3 and 4, the Open University Faculty of Business and Law engages in many different types of partnership in terms of designing curriculum, carrying out teaching, doing research and contributing to society, both locally and internationally.

### 8.1 Business school partnerships

The Open University Business School is a member of the Global Business School Network (a group of over 80 schools worldwide pledged to strengthen management education in developing countries.) Commitments to international development activities – for example with Ghana and Ethiopia in capacity-building projects, are continuing and expanding. Such initiatives demonstrate our support for business development as a way to combat abuses of human rights, labour conditions and environmental degradation (as covered in Principles 2, 6 and 8 of the UN Global Compact).

The Centre for Policing Research and Learning (CPRL) was mentioned under Principle 3 in the section on degree apprenticeships and under Principle 4 under research centres. The collaboration between The Open University and, currently, 20 UK police forces and police agencies serves to create and use knowledge to improve policing for the good of society.

### 8.2 The Open Justice Centre

The Open University Law School is committed to the protection of internationally proclaimed human rights within its teaching, research and Corporate Social Responsibility objectives.

- The [Open Justice Centre](#) at The Open University Law School provides free legal advice and guidance to people and groups who may struggle to access appropriate legal support through other means. An online clinic is run by Open University law students and supervised by qualified solicitors. It provides free legal advice on contract, tort, employment law and consumer issues. In addition, Open University law students, under the supervision of Law School academics, provide both face-to-face and online sessions with schools, prisons and community groups on specific legal topics to help people understand their rights. The Open Justice Centre's [2020 Annual Report](#) is its fourth.
- The Open Justice Centre works with the UN's Office on Drugs and Crime (UNODC) to deliver the [Education for Justice \(E4J\)](#) initiative which aims to supply integrity and ethics education resources for schools, colleges and universities around the world. To support the initiative, OU launched a certified five-hour online [train-the-trainer course](#) in November 2019.
- Open Justice has developed '[A practical guide to UK human rights and discrimination law](#)', an introductory free online course for anyone who is interested in learning more about human rights and discrimination law.
- The Open Justice Centre collaborated with UK legal charity Support Through Court (STC) to launch a [free open online resource](#) to for those working or volunteering in organisations dealing with domestic abuse issues.



## 9. Principle 6 – Dialogue

**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.

This section will show some examples of how the Faculty engages in dialogue on critical issues related to social responsibility, and to a lesser extent, environmental sustainability.

### Covid-19 resources

Especially in 2020 when the world is in the grip of the Covid-19 pandemic, dialogue is important to individuals, organisations and businesses to find ways to cope and survive. The Open University provides [free information and resources](#) that people struggling to cope with health and wellbeing challenges and teachers having to switch to teaching online might find useful.

The [Business and Law in the time of Covid-19](#) website provides information on research related to the Covid-19 pandemic intended to help businesses deal with uncertainty and policy makers understand the behavioural complexities of the rules and regulations. This includes the consequences for environmental sustainability.

The Open University Law School's Open Justice Centre is reaching out to support the wider legal education sector in its time of need during the Covid-19 pandemic and shares [online education tips](#).

### Hard-to-reach populations and organisations

In line with the social mission of the Faculty and University, our Academic Centres of Excellence and Research Clusters seek to engage with 'hard to reach' populations and organisations. For example, in 2019 CVSL ran a webinar to explore leadership challenges and opportunities for black and minority ethnic voluntary sector organisations. It also looked at how collaborative leadership approaches can leverage access to resources and enhance their role in advocacy and policy making. Academics in REEF have developed an innovative virtual reality tool that is designed to tackle hate and extremism among young people facing discrimination.

### OUBS Alumni and Careers Network and the Alumni Council

The [Alumni and careers network](#) - Students that have a postgraduate qualification from The Open University Business School automatically belong to our well-connected global alumni community. There is no charge to be a member. In December 2020 there were 92,500 alumni members worldwide and counting!

In addition, the [Alumni Council](#) is a representative body which aims to:

- create a global community that is inclusive, innovative and responsive and delivers value to its members
- support the growth of OUBS by enhancing alumni networks.

### Other examples

FBL members organise or contribute to events such as the Critical Management Studies conference held in 2019, events during Black History Month, departmental seminars, contributions to The Conversation, and so on.



## 10. Principle 7 – Organisational practices in the OU and FBL

**Principle 7:** We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.

The Open University's organisational practices demonstrate that in terms of environmental sustainability, ethics and social responsibility, we try to practise what we preach. There is certainly room for improvement, however, we do try.

Firstly, The Open University's Ethics Policy sets a framework for all the key University policies relating to our organisational practices.

Secondly, there are the University's policies whereby our values are also those expressed in UK legislation, policy and practice. These include laws protecting human rights, anti-discrimination, employee rights, and anti-corruption, but also reporting on the gender pay-gap. Equality, Diversity and Inclusion (EDI) is undoubtedly the issue that is most important to the University because it directly relates to the first part of our mission, which is being open to people. This includes the University's policies that are rooted in our values and that align with the Global Compact and the UN SDGs relating to social responsibility.

Thirdly, there are the University's policies that are rooted in our values and that align with the Global Compact and the UN SDGs relating to sustainability.

### 10.1 Ethics

The Open University's Ethics Policy is sponsored by the Vice Chancellor and University Secretary and reviewed annually by the Academic Policy and Governance unit. The OU's Ethics Policy is based on the seven Nolan Principles of Public Life.

The Open University's Ethics Policy sets a framework for all the key University policies relating to our organisational practices. It requires that the mission and values of the institution inform what we do and how we do it, and that we will always conduct our business with integrity and in a legal manner. University officers, employees, students, other members of the University and any other associated person acting on the University's behalf are responsible for acting honestly and with integrity by ensuring that their activities, interests and behaviours do not conflict with these values regardless of their seniority.

### 10.2 Social responsibility

As a public body, The Open University has several statutory duties. For example, the Public Sector Equality Duty under Section 149 of the *Equality Act 2010* requires us to have due regard to the need to eliminate discrimination, advance equality and foster good relations between groups of people. Section 75 of the *Northern Ireland Act 1998* requires us to have due regard to the need to promote equality of opportunity and good relations across a range of characteristics. A public authority must, in the exercise of its functions, have due regard to the need to:

1. Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

#### Eradicating modern slavery

The annually renewed statement on *Eradicating Modern Slavery in Supply Chains* can be found here (<http://www.open.ac.uk/about/main/sites/www.open.ac.uk/about.main/files/files/modern-slavery-act-statement.pdf>) and is valid until 31 December 2020.

#### Safeguarding children and vulnerable adults

Another element in this group of policies is our *Safeguarding Policy Protecting Children and Vulnerable Adults*, effective from July 2020 and to be reviewed in July 2021 by the Safeguarding Steering Group. This policy is informed by legislation and guidance including:

- Keeping Children Safe in Education 2020
- Counter-Terrorism and Security Act 2019
- *Modern Slavery Act 2015*
- Special educational needs and disability (SEND) code of practice: 0-25 years – Statutory guidance 2014
- England: Working together to safeguard children - A guide to inter-agency working to safeguard and promote the welfare of children, March 2018 and *The Care Act 2014*
- Scotland: National Guidance for Child Protection in Scotland 2014

#### Statement on Equality and Diversity

Anyone looking at the starting page of The Open University website will see our Statement on Equality and Diversity (<http://www.open.ac.uk/>) which links to our Equality and Diversity website (<http://www.open.ac.uk/equality-diversity/>). We take our mission of being ‘*open to people, places, methods and ideas*’ very seriously, particularly when it comes to being open to people.

#### The University’s equality scheme

The University’s equality scheme was originally launched in April 2016. A mid-term review was conducted in 2018, which was overseen by the Equality, Diversity and Inclusion Steering Group, chaired by Professor Josie Fraser. Key stakeholders were consulted for their views about the equality scheme. The review focused primarily on two elements:

1. Evaluation of the approved institutional objectives against the SMART principle (specific, measurable, achievable, relevant, and timely) in the context of a changing and changeable internal and external landscape.
2. Evaluation of the governance and management of the scheme.

The review’s recommendations were approved by University Council on 10 October 2018. The refreshed equality scheme will be in place from 2018 to 2022. Information about the equality scheme, plans, actions and reports can be found here (<http://www.open.ac.uk/equality-diversity/content/policy-plans-reports>). The report includes information on the gender pay-gap in accordance with the statutory requirement for organisations with more than 250 employees. See the reports here: <http://www.open.ac.uk/equality-diversity/content/gender-pay-gap-reports>.

The University’s four equality objectives are:

1. Reduce the retention gap between Black, Asian and Minority Ethnic (BAME) students and White students, for any cohort, from registration to qualification.

2. Reduce the degree awarding gap between by BAME students and White students, to be in line with the Sector average.
3. Improve the representation of disabled, BAME, and female staff in senior roles.
4. Improve line managers' capability to recruit, manage and develop diverse teams.

Recent governmental policies concentrated on the equality, diversity and inclusion (EDI) agenda, leading to a formal action plan to meet regulatory targets about access and widening participation in higher education for students from different socio-economic categories. Such policy expectations are aligned to the OU's mission but there are challenges in terms of meeting the targets for which a systematic response is needed. The OU has undertaken many steps to address these challenges which include the development of the Access, Participation and Success strategy, the recent appointment of a Dean for Equality, Diversity and Inclusion, strengthening of student support policies, and investment in capabilities in data analytics. The Faculty has developed a corresponding student retention plan.

The KPIs associated with the four equality objectives in the University's Equality Scheme are:

*1. Reduce the retention gap between Black, Asian and Minority Ethnic (BAME) students and White students, for any cohort, from registration to qualification.*

Key Performance Indicator(s):

- i. A reduced retention gap between white students and BAME students at Year 1-2, from a 5-year average of 5.4% to a 5-year average of 2.4%, by the end of 2023/24
- ii. A reduced retention gap between white students and BAME students at Year 2-3, from a 5-year average of 4.5% to a 5-year average of 1.5%, by the end of 2024/25
- iii. A reduced retention gap between White students and BAME students at Year 3-4, from a 5-year average of 3.8% to a 5-year average of 0.8%, by the end of 2025/26

*2. Reduce the degree awarding gap between by BAME students and White students, to be in line with the Sector average*

Key Performance Indicator(s):

- i. A reduced 'good degree' awarding gap of 4 percentage points from a 4-year average of 19% to a 4-year average of 15%, by the end of 2025/26

*3. Improve the representation of disabled, BAME, and female staff in senior roles*

Key Performance Indicator(s):

- i. An increased proportion of female staff who get promoted from 6.4% to 10% by 2022
- ii. An increased proportion of disabled staff in senior roles from 2.9% to 6% by 2022
- iii. An increased proportion of BAME staff in senior roles from 8% to 11% by 2022

*4. Improve line managers' capability to recruit, manage and develop diverse teams.*

Key Performance Indicator(s):

- i. 50% participation achieved by 2020, and 80% by 2021, on the following line manager development modules:

- Management Practices
- Prevent
- Safeguarding

- Unconscious Bias
- Equality Essentials

ii. By 2022, every interview panel member to have received training on the following module.

- Recruitment, Selection and Interviewing (includes unconscious bias)

iii. A reduced gap in Staff Survey results between disabled staff and non-disabled, for the following two metrics by 2022:

- Satisfaction with line management (i.e. staff report that they are satisfied with line management) – from 5% (2017) to 2% (by 2022)
- Satisfaction with managerial support (i.e. staff report that they receive positive managerial support) from 7% (2017) to 4% (by 2022)

### Disability

Promoting student success, regardless of the challenges they face, forms a backbone of our strategy. The Business School caters to the needs of disabled students, through careful design of educational materials and a range of support services. In the reporting year 2019/20, around 16% of our undergraduate students declared some form of disability.

### Students in secure environments (SiSE)

The unique partnership between the University and the UK's prison services began in 1972. It provides access to higher education for prisoners who have not previously had the opportunity to study at this level and who have demonstrated their potential and motivation to succeed.

The University offers qualifications in a broad range of subjects and provides access to many educational opportunities, from short introductory modules to longer, broader modules leading to degrees and other recognised qualifications including our Business and Management degree programme. Courses are available in approximately 150 prisons and 50 Secure Hospital Units, covering all security categories, and many students continue their education when released into the community.

Open University learning materials are often provided in hard copy formats in order to address prison requirements. However, in recent years SiSE has developed 'The Virtual Campus', a secure intranet system, currently available in England and Wales, which enables students to access a range of information, communication facilities and other resources which would otherwise only be available online.

### Widening participation

The proposed approach aims to support all students who fall within Office for Students (OfS) and Open University defined characteristics of underrepresentation and disadvantage, and focuses on differentials between various groups of students across the whole student lifecycle including but not limited to:

- Students from low socio-economic backgrounds;
- Disabled students;
- Students from different ethnic backgrounds;
- Mature students;

- Care leavers.

This focus on widening participation is now even more central to the University with the development of an Access and Participation Plan to improve the participation and success of a range of students from different backgrounds and with different needs.

Examples of actions being planned/undertaken in relation to widening participation include:

- Production of a framework for increasing the diversity of our Associate Lecturer community;
- Running inclusivity training events including:
  - Inclusive Curriculum and Unconscious Bias Training
  - Bias and Influencers in Learning and Teaching
  - Inclusivity training for Associate Lecturers
  - Bias in Learning and Teaching for Associate Lecturers
  - Equality Essentials training for individuals sitting on recruitment panels;
- Enhancing induction materials by developing videos created for students by students focussing on inclusivity;
- Reviewing tutorial materials using the inclusive curriculum checklist;
- Introducing a peer-to-peer mentoring scheme into the Business School and virtual coffee mornings for 2020/21;
- The Open University Centre for Innovation in Legal and Business Education (SCiLAB) undertaking scholarship projects on widening participation and in the areas of differential awarding outcomes.

A Faculty-wide Widening Access working group is currently analysing data on achievement and differential awarding outcomes at module and pathway level. A key strategic driver for the Faculty is to improve awarding outcomes for the target student groups identified above. The Faculty will appoint an Access and Participation Academic Lead and an Access and Participation Project Manager in 2020/21 to oversee this work.

### 10.3 Environmental sustainability

The Open University is committed to the principles of environmental protection, sustainability and sustainable development. The Open University Estates management policies are aimed at environmental protection and ecological sustainability. For example, the Open University's Estates department has a 'Sustainability Policy' which is supported by a 'Carbon Management Plan'.

Estates aim to minimise the consumption of resources, the production of waste and harmful emissions to air, land and water. The University is committed to reduce its carbon emissions by 36% by 2020.

Furthermore, The Open University continues to build on its success of increasing the overall waste not sent to landfill from 46% in 2006 to 97.4% in 2019. In 2019, waste to landfill in 2019 was just 2.59% of the total waste produced.

Go Green is a University-wide programme that will reduce the Open University's impact on the environment. Go Green will achieve environmental and financial savings across the University by engaging and empowering staff to take action on energy, waste, water and travel.

In October 2019, the University held its first sustainability week and Climate Emergency Forum. Since then it has implemented a range of initiatives around environmental protection and sustainability.

## 11. Goals and key performance indicators for the next two years

This SIP report has presented an overview of the ways in which The Open University's Faculty of Business and Law has engaged with and implemented its commitment to the seven UN PRME principles. Although until July 2020 it was the Open University Business School that was the signatory, the overview presented for the period 2018-2020 pertains to the Faculty in its entirety because it is the Faculty that is now the signatory to PRME.

We will share this SIP report on the Faculty's website and use it to engage with, and provide accountability to, our community of students and other stakeholders, and to keep track of our achievements.

This section of the SIP report summarises the main goals that we have set ourselves for the next 24 months until December 2022 and the key performance indicators that will indicate our progress towards achieving these goals.

### *Principle 1 – Purpose*

Goal 1: To explore establishing a separate PRME or ERS strategy.

Goal 2: To establish a method for continuously collecting PRME-related information and displaying this in a dashboard.

### *Principle 2 – Values*

Goal 3: Increase the level of awareness among all staff, students and stakeholders of the Faculty of our commitment to PRME. KPI: higher level of awareness in surveys in 2021 and 2022.

Goal 4: Improve understanding of how the Faculty's commitment to PRME is relevant to the work of every person in the Faculty and to our students and other stakeholders. KPI: higher level of understanding in surveys in 2021 and 2022.

### *Principle 3 – Method*

Goal 5: To consider explicitly in what ways to include the UN SDGs in new curriculum at the business proposal stage. KPI: Include this as a criterion in the proposal documentation.

Goal 6: To attract more expertise in sustainability in business and other organisations and place more emphasis on environmental sustainability in our curriculum.

### *Principle 4 – Research*

Goal 7: To place emphasis on environmental sustainability in our research and scholarship. KPI: increase the percentage of peer reviewed research output related to environmental sustainability (currently less than 5%).

### *Principle 5 – Partnership*

Goal 8: To involve more students in our PRME-related activities, especially in the Business School.

### *Principle 6 – Dialogue*

Goal 9: To give greater publicity to FBL research seminars, blogs and other communications.

### *Principle 7 – Organisational practices*

Goal 10: To report on the Faculty's progress towards the University's equality targets for 2022.