

**OXFORD
BROOKES
BUSINESS
SCHOOL**

**OXFORD
BROOKES
UNIVERSITY**

**United Nations Principles
for Responsible
Management Education**

Sharing Information on Progress Report 2020-22

Unlocking change and transforming futures together.



Message from the Vice-Chancellor



Ethics, Responsibility and Sustainability (ERS) are central to the strategic priorities of the University. The University's social responsibility framework has four dimensions: socially responsible students; engaged and supported staff; a valued partner in our communities; and sustainable operations. Environmental sustainability is embedded in all University operations including in its use of energy, its procurement, the protection of biodiversity, and provision of ethical food. The University's Strategy 2035 reinforces its commitment to ERS across all its activities. Our performance against all key sustainability metrics is reported annually in the University's Sustainability Report.

OBU is accredited to the internationally recognised Environmental Management System (EMS) standard ISO 14001 (2015) providing a framework for continuous improvement to protect the environment. OBU is one of only 36% of UK universities certified to this 'gold' standard in environmental management.

In late 2022 we were gratified to hear that Oxford Brookes University had moved up 35 places in the annual People & Planet University League, which ranks UK universities on their

environmental and ethical performance. In a sector of some 150 universities, the University rose from 69th place to 34th in the 2022/23 rankings, confirming the progress made in recent years.

Oxford Brookes Business School (OBBS) is a longstanding signatory to the UN Principles for Responsible Management Education (PRME) and I am delighted to see the School's sustained and wholehearted commitment to the tenets which underpin this global compact. This commitment is entirely consistent with the wider university's efforts to embed sustainability and responsibility across all areas of our research and knowledge exchange, teaching and learning, external engagement and operations.

I commend this 5th Sharing Information on Progress report to you, and pledge the university's continued support for all the Business School's PRME endeavours.



**Professor Alistair Fitt,
Vice Chancellor**

Message from the Dean of Oxford Brookes Business School



Welcome to our fifth Sharing Information on Progress Report. OBBS is at an exciting phase in its development, with a new mission, vision and strategic priorities presaging a new era for the School. Ongoing investment provides a renewed energy that will shape all aspects of the School moving forward, from our programmes to our research, and from our people to the place where we operate. We continue to invest in student-centred learning, as well as emphasising our concern for sustainability and responsible management in all of our activities. We are actively oriented to enabling and empowering positive change and transformation, at a societal, organisational and individual level.

Our focus on continuous improvement is reflected in an ambitious and ongoing portfolio review and schedule of new programme validation that is designed to attract and meet the needs of our future graduates. At the heart of these programmes will be the School's commitment to a distinctive enterprise pedagogy that is infused with considerations of inclusion, responsibility and sustainability.

For much of the period of this report the priority for the School was navigating the Covid pandemic through pivoting, firstly, to online

teaching, and, subsequently, a hybrid model of delivery. At a university and School level, we have sought to support our students in these changes through an unremitting focus on inclusive practices. Now emerged from the pandemic, the School is well placed not only to embed the lessons of the pandemic period but also to accelerate its future PRME-related commitments as part of its wider renewal.

This report charts our progress over the last two years in areas related to all the PRME principles. In our last report special attention was paid to our Research and Knowledge Exchange activities; this time a stronger light is shone on our Education and Enterprise portfolio. Throughout we highlight ongoing engagement with partners and stakeholders and our continuing efforts to promote equity, fairness and inclusion in the way we deliver our mission. Naturally, we also summarise progress against the objectives set in our last report and identify updated objectives for the two years ahead.

We became a signatory to UNPRME in 2010. As in the last 12 years, so in future years we pledge our commitment to ensuring that the Principles for Responsible Management Education remain at the centre of all our endeavours.

**Professor Tim Vorley OBE,
Pro Vice-Chancellor and Dean,
Oxford Brookes Business School**

THE UNITED NATIONS PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

The UN PRME initiative was established as part of the UN Global Compact in 2007. Oxford Brookes was an early signatory in 2010 and has produced a biennial Sharing Information on Progress report since then. Signatories make the pledge that follows:

“As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:



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 4 | Research:

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



Principle 2 | Values:

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



Principle 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 3 | Method:

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



Principle 6 | Dialogue:

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

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

SETTING THE INSTITUTIONAL SCENE FOR THIS REPORT

During the period under review, and guided by the leadership of a new Dean and School Leadership Team, the School has engaged in a root and branch review of its vision, mission and strategy. This has occurred in tandem with a wider, university strategic review leading to an Oxford Brookes Strategy 2035. This institutional strategy is built upon four pillars, which also form the building blocks of the OBBS strategy and this report.

The four pillars represent the fundamental concerns of OBU – Education and Enterprise; Research and Innovation; Partnerships and Place; and People and Culture. For each pillar the University has an overarching vision statement, a five-year strategic plan, and a set of immediate Strategic Priorities for the period 2020-22. **In this report the four pillars are also mapped to PRME Principles and examples of work supported by the pillars are further mapped to the Sustainable Development Goals to show how these three frameworks converge.**

OBBS Mission

At Oxford Brookes Business School our focus is to inspire all of our learners and partners through our education and research, bringing insight and raising ambition. Our colleagues are themselves inspiring minds, with the ambition to advance insight through teaching and research.



OBBS Vision

At Oxford Brookes Business School we want to be a catalyst to enabling and enacting change. We are committed to making a real difference with the individuals and organisations we engage with, and to the communities that we are a part of.

OBBS Strategic Priorities

Based on our Mission, we have five goals that show how we are realising our Vision and reflect our values-driven approach. They are:

1. Pursue academic and applied research that advances knowledge and makes a difference to individuals, organisations and society.
2. Foster an inclusive learning community that supports and inspires its learners to become ambitious and responsible leaders of the future.
3. Engage and collaborate with our partners to enhance their performance and prospects.
4. Support and develop colleagues to fulfil their potential and contribute to the life of the School and wider University.
5. Promote sustainability and responsibility in all of our activities to demonstrate our commitment to the environment and society.

Pillar Statements and Priorities

It is through the pillar strategies that we will deliver the Mission and realise the Vision of Oxford Brookes Business School. This includes reimagining the way we work in the wake of Covid-19, and how we meet the current and future needs of the individuals, enterprises and organisations we engage with.

REVIEW OF PROGRESS AGAINST 2020 OBJECTIVES

COMMITMENTS IN 2020 SIP

Report on Progress at the end of 2022

Research, innovation and knowledge exchange

To consolidate and develop the leadership, governance and resourcing of our research centres and consultancy and training team to enable their maximum contribution to the achievement of the SDGs.

Enhanced outputs of the Research Centres and outcome of REF2021 confirm the success of our Research Centres. In addition a new Centre, ORIEL, focusing on innovation and regional economic development, set up. Business Engagement Team mounted two high impact small business sustainability training programmes.

To share insights and work with our collaborators, partners, and stakeholders to raise awareness of and promote engagement with social responsibility and sustainability issues.

See examples cited of work on: SDG based reporting for Innovate UK; Intellectual Property and Sustainability; and MBA Alumni Community.

Teaching and learning

To further strengthen the positioning and visibility of ethics, sustainability and social responsibility in our curricula, as well as through enterprise and employability activities.

Education and Enterprise Strategy 21-26 commits to SDG mapping within all programmes. New Enterprise Pedagogy adopted across the School, with clearly embedded Ethics, Responsibility, Sustainability (ERS) components intended at all levels. Top Ten participant in the SOS UK national SDG Teach-In fortnight in March 2021 and 2022.

To host a series of school wide lectures on ethics, sustainability and social responsibility aimed at all members of our community to raise awareness and engagement.

Education for Sustainable Development 2022 year long series of lunchtime CPD seminars run by Pathways Programme and open to all staff. University-wide Conversations about Race series co-convened by School staff.

To identify and promote student projects, dissertations and placements on social responsibility.

MBA dissertation topic data show diversity of student engagement. Annual Social Enterprise research conference UG+PG run as part of the Business+Enterprise Degree. Student research on UG Contemporary Consumer Behaviour module led to winning entries in the PRME UK and Ireland Student Writing Competition.

To review programmes across Oxford Brookes Business School in accordance with the principles of PRME and the SDGs in order to inform the development of our future portfolio.

Examples include PRME-based inputs to UG Hospitality and PG Marketing programme reviews. SDG mapping required in new programme validations planned for 2023-24. New ERS Subcommittee of the Faculty Teaching, Learning and Education Committee to start work in 2023 to further enhance the ERS agenda including SDG mapping.

COMMITMENTS IN 2020 SIP

Report on Progress at the end of 2022

Strategy and policy

<p>To champion and promote equality, diversity and inclusion through all activities in Oxford Brookes Business School, and across Oxford Brookes University.</p>	<p>University IDEAS (inclusion and sustainability-embedded Teaching and Learning Design) framework established and forms part of the School Education+Enterprise Strategy 21-26. New Diversity and Inclusion Subcommittee of the Faculty Teaching, Learning and Education Committee to start work in 2023 to further enhance the EDI agenda. See Conversations about Race series above.</p>
<p>To review the Mission and Vision of Oxford Brookes Business School in accordance with the principles of PRME and the SDGs to shape our future direction and strategy.</p>	<p>New Vision, Mission and Strategic Priorities reflect social and environmental responsibility and social change agenda.</p>
<p>To deliver the commitments in the School's Athena SWAN action plan and Access and Participation Plan.</p>	<p>School not successful in the Athena Swan application 2020 – a new application due in 2023. School Lead on Widening Participation has played an active role in reshaping and delivering the Brookes Engage programme for first in family applicants. IDEAS framework relevant here as well.</p>

The UN Sustainable Development Goals – also known as the Global Goals



PILLAR ONE: EDUCATION AND ENTERPRISE



The School in Brief

Oxford Brookes Business School is one of four faculties that constitute the University. It offers degrees at Foundation, Bachelors, Pre-Masters, Masters and Doctoral levels covering a range of subjects centred on its core disciplinary areas: business, management and enterprise; economics; accounting and finance; marketing; human resource management; coaching and mentoring; and hospitality, events and tourism management.

At Bachelors level, the School offers 24 programmes delivered on our main campus, one programme delivered online, and a further programme delivered at three associate college partners. Three interdisciplinary Bachelor's programmes are delivered in collaboration with the Faculty of Humanities and Social Sciences, allying the study of business, management and economics with law, international relations, and geography.

The School offers 27 Masters programmes delivered on campus. We also offer a Global MBA delivered on a blended basis, and two doctoral programmes – a PhD programme, and Doctor of Coaching and Mentoring (DCM).

The School has two international partners who deliver OBBS programmes on a franchise basis – Chengdu University of Technology, China, and Metropolitan College, Greece. The School also delivers programmes via Associate College Partnerships (ACPs). ACPs are a means of widening access to our courses, reaching groups of learners who may otherwise be unable to study at the University.

The School has many other international partners, including approximately 30 study abroad partners, across Europe, the USA, Asia, and Australia and New Zealand. We also offer a dual degree programme in collaboration with OTH Regensburg, Germany. As a result of these agreements, and international student recruitment, all students in the School benefit from being able to work alongside students from across the world. This international orientation is further reinforced by the increasingly diverse composition of our faculty. 41 percent of current faculty members are non-UK nationals, drawn from 30 nationalities.



The University Education and Enterprise Strategy

The School frames its Education and Enterprise strategy within the wider University Education and Enterprise pillar, three cornerstones of which are Brookes Graduate Attributes, the University's Guiding Principles and the IDEAS framework.

Brookes Graduate Attributes

Brookes Graduate Attributes underpin all programme and module learning outcomes. Most notably, the graduate attribute of **Active Citizenship** provides that all graduates should:

- Be prepared to proactively engage with both local and global communities.
- Possess knowledge of the local and global perspectives of their discipline.
- Exhibit critical awareness of the complexity of diverse perspectives, cultures and values and the ability to question their own perspective and those of others.
- Possess the ability to use knowledge and skills to improve society through actively engaging with issues of equity, sustainability and social justice.

Brookes Guiding Principles

As part of the development of an institutional 2035 Strategy, the university updated its Guiding Principles to add a new one – **Inclusivity**. This new Guiding Principle will sit alongside our established principles of Confidence, Enterprising Creativity, Connectedness and Generosity of Spirit. This addition offered the opportunity to reassert our commitment to taking positive steps in creating an environment in which we celebrate, value, and provide equal opportunity for all.

IDEAS framework

The Oxford Brookes IDEAS inclusive curriculum model, launched in 2021, is a 'travelling companion' designed to support programme teams with inclusive practice development from programme development stage through to annual review, quinquennial review and beyond. IDEAS aims to promote a whole university community approach to inclusive practice and to progress the commitments and milestones of our student Access and Participation Plan 2020-25.

The five dimensions of the Framework are: Inclusive teaching, Digital inclusion, Employability learning, Assessment for learning, and a Sustainability Mindset.

The School's Education and Enterprise Strategy 2021-26

In 2021 the School laid out its Education and Enterprise Strategy 2021-26 in which PRME-related considerations play a central role. The School has committed to extending and developing an inspiring portfolio of taught programmes that will generate graduates who are enterprising, curious, creative, and resilient individuals, well placed to serve as socially and environmentally responsible managers and leaders. In realising this vision the School's educational offer is intended to be based on experiential learning, enterprise and employability and to create an innovative and inclusive learning community.



THE EDUCATION AND ENTERPRISE STRATEGY CONTAINS THE FOLLOWING COMMITMENTS RELEVANT TO THE PRME AGENDA

To reflect the commitments noted above, the School has recently adopted a set of common programme learning outcomes that will apply to all academic provision. Notably, this included the outcome that all graduates of OBBS will “be able to engage in debates regarding sustainability, ethical practice, social and economic injustice, and responsible management”. All new academic provision is being developed to reflect these generic learning outcomes. An extensive programme of programme development and review, now underway, will ensure all incoming programmes also reflect the design principles noted below:

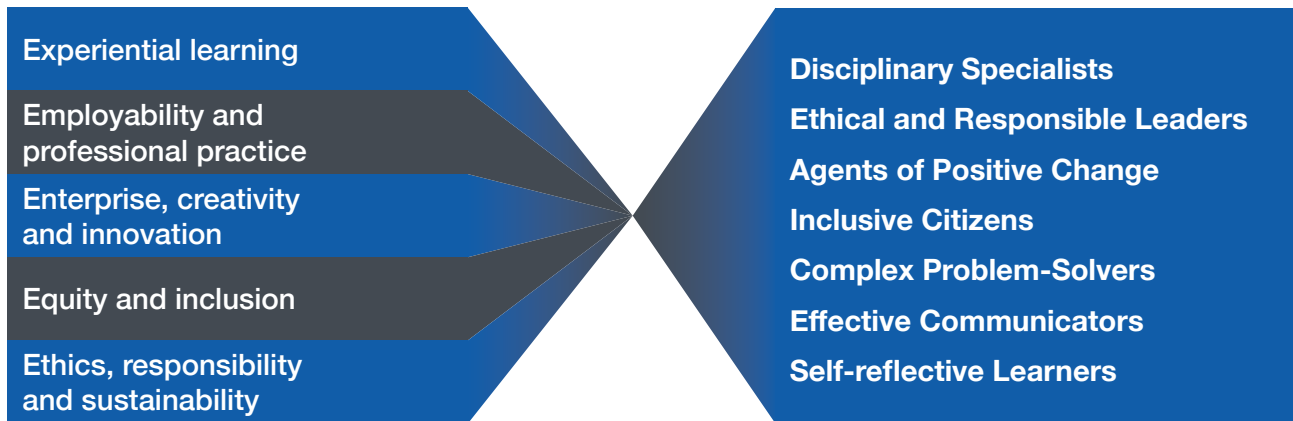
- put students at the centre of the learning experience
- be designed in collaboration with industry partners, professional bodies, students, alumni and subject-leading academics to ensure that the School’s curricular offer is relevant, engaging and enhances the employability of all learners
- provide students with an inclusive learning experience in recognition of the diversity of learners and ways of learning via the embedding of the institutional IDEAS framework
- be delivered by academics and industry practitioners who are passionate about their subject and qualified to deliver a high-quality blended learning experience
- have principles of responsible management embedded throughout each level of study and be mapped to the UN Sustainable Development Goals (SDGs)
- enable all learners to have the opportunity to participate in experiential learning



An OBBS Ethics, Inclusivity and Sustainability Infused Enterprise Pedagogy

The Education and Enterprise strategy has been summarised in the following diagram highlighting a series of golden threads forming an integrated and distinctive enterprise pedagogy that is a central aspiration for the School.

An enterprise pedagogy that weaves together:



to transform students into ambitious graduates who are:

Our Pedagogy in Practice

While the integrated, fully woven Enterprise Pedagogy described above is new and not yet fully realised, the examples of our programmes and pedagogy that follow will readily demonstrate the how many of the golden threads are already tightly woven into our practice.

Pathways programme activities

The Business School hosts the university wide Pathways Programmes. Pathways courses help students prepare for their chosen undergraduate or postgraduate degree whilst becoming accustomed to university life. Students who pass with sufficient grades are guaranteed a place on their chosen degree. The Pathways team is central to the School's inclusive as well as sustainability ethos. It offers foundation (pre first degree) courses that enable students who have not met our standard UG entry requirements to gain another entry route into HE. Many are first in family to university and from Black, Asian and Minority Ethnic (BAME) backgrounds. At postgraduate (PG) level the team's pre-masters study skills course offers a step up to students with qualifications that they can't use in their current form to access a PG programme. The premaster's programmes also offer international students a stepped transition to the UK and its academic culture.

The Future Pathways Education for Sustainable Development (ESD) project

is a leading example in the School of a programme-wide engagement with ESD and the SDGs. It was developed from an Annual Review 2019-2020 action point: to embed sustainability into all Pathways modules by 2022.

Working groups, module workshops and ESD competency workshops and peer reviews were set up over 2021/2022. Steps 1 & 2 are now complete including: reviewing module design and embedding ESD/SDG into learning outcomes across 3 programmes and a total of 46 modules; a rewrite of teaching and learning strategy at Programme Level; and sharing best practice. Step 3 is ongoing: from January 2023 – February 2024 the focus will be on aligning assessment design, rubrics and criteria with ESD principles.

To accompany this change programme, Pathways staff have also offered faculty-wide Learning Lunches throughout 2021-22 on topics relevant to embedding ESD/SDGs and PRME into curricula.



STAFF PROFILE:

Cathy d'Abreu, Senior Lecturer, Pathways Programme

Cathy has led the Future Pathways curriculum development programme from the outset and has reflected on this journey in many fora. These have included The Advance HE Sustainability Symposiums in 2021 & 2022 and the Inform Conference at the University of Reading in 2021 in which she also introduced her **Pedagogies of Purpose** toolkit. This toolkit enables educators to embed sustainability across all HE levels and design ESD competencies into teaching and learning practice. InForm is a journal for International Foundation Programme professionals. In 2022 she contributed – under the title of “Moving from safe to brave spaces” – to the University of Glasgow, Advance HE Connect, Sustainability in Higher Education seminar series.

Since 2021 Cathy has also found time to be Chair of the charity SEEd – Sustainability and Environmental Education. Launched in 2008, SEEd has a broad reach with over 5000 UK and International members, partners and supporters and is a Key Global Partner to UNESCO in its Global Action Programme. SEEd's vision is *to put sustainability at the heart of all learning, and learning at the heart of sustainability.*

Drawing together her SEEd and Brookes roles, Cathy in 2022 also helped organise a first ever Sustainability Pavilion and speaker strand with WWF at the Wellington Festival of Education. This festival attracts around 7-10,000 attendees annually. Two students from Brookes were shortlisted and selected as SEEd student ambassadors to the event.

Pedagogies of Purpose:

Education for a fairer, fitter future

This paper introduces the role of Education for Sustainable Development (ESD) outlining why we are embedding it on the Foundation Programme at Oxford Brookes. The 'Pedagogies of Purpose' toolkit distils core insights from Transformative Learning Theory (Hezikov, 2000) and the UNESCO ESD competencies (2017) to present a simplified, visual aid to invite educators to orientate teaching and learning for a fairer, fitter future. It suggests a shift from 'what' we teach, to focusing on 'how' we engage student's with learning for sustainability, offering a few examples of activities, assessments and course design to stimulate socially, environmentally and culturally critical thinking.

ABOUT THE AUTHOR



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Introduction:

The concept of pedagogies of purpose builds on Paulo Freire's (1970) premise of the emancipatory potential of education. It harnesses available knowledge in the literature on pedagogy and hopes to support educators, from any disciplinary background or entry level, to engage and empower their learners to take informed decisions and responsible actions for environmental integrity, economic viability and just societies for present and future generations, while respecting cultural diversity (UNESCO, 2020).

Quite a tall task perhaps for already overburdened foundation practitioners, multifaceted with supporting students' transition into tertiary education, developing their study skills, linguistic, thematic and academic competencies, while also juggling the challenges of teaching and learning in a pandemic. Yet, herein the author offers curated 'tools' as one of the most powerful weapons which you can use to change the world, coupled with the urgency of

present global challenges demands an upgrade for teaching and learning showing that both people and planet matter.

What is Education for Sustainable Development (ESD)?

The term 'sustainable development' and 'education' are all connected slippery and nebulous terms, on that, widespread consensus exists, but this paper argues that it is critically important for all students and all educators from all disciplines to embrace ESD and its purposeful pedagogy. The latest Advance HE and QAA Education for Sustainable Development Goals (ESD) provides a clear definition and compelling rationale for educating for sustainability.

"ESD is part of an educational change agenda allowing us to look critically at how the world is and to envision how it might be, supporting learners to create and pursue visions of a better world" (Advance HE QAA ESD Guidance, 2021).

UNDERGRADUATE MARKETING DEGREES

At a recent revalidation, the subject team took the opportunity to further reinforce the PRME related content of these degrees across all three years of study. The marketing programmes seek to ensure students understand the wider social, cultural and political implications of their actions so that as marketers of the future they adopt an ethically robust approach to marketing decision making which reflects the core principles of PRME. Such an approach, which seeks to strike a balance between profits, people and planet, is also based on the premise that being ethical creates a positive brand reputation resulting in long-term sustainability.

External Examiner comments on recent updates

The intention to teach live marketing and business studies to improve the employability of graduates in a challenging economic and social environment is evident in the newly established course contents. In order to teach timely and live marketing at the business school, each tutor brings to bear cutting-edge knowledge in his or her area of expertise, such as digital marketing, changing consumer behaviour in cyberspace, CSR factors and UN SDGs.

PRME-related content of the degrees in 2021

Module Name (year of study)	Learning activity
Developing Academic Skills (1)	1st essay "Discuss the extent to which unhealthy food and drink brands should be allowed to sponsor sport?" supported by classroom teaching to scaffold the task
Integrated Marketing Communications (2)	Case study of Jude's Ice Cream, a B corp
Aspects of Marketing (2)	Students chose 1 of the following topics on which they developed a literature review. All topics are covered in taught sessions. <ul style="list-style-type: none"> • Not for Profit Marketing • Sports Marketing • Ethical Fashion • Racism in Marketing • Advertising to LGBTQ consumers.
PR and Branded Content (2)	Students work on content marketing for the social Enterprise jewellery brand Recognised, founded by an alumna (See 2020 SIP report)
Digital Marketing (2)	Marketing Students produced a Digital plan for WWF
Campaign Management and Development (3)	Students could choose to review the literature and evaluate a campaign on 1 of 4 topics, one of which was a social marketing campaign
Contemporary Consumer Behaviour (3)	Students carried out research to answer the question "Are consumers eating responsibly?" This led to several students entering the PRME UK and Ireland writing competition organised by Oxford Brookes Business School
Contemporary Consumer Behaviour (3)	Examined how consumer behaviour changes in the Clothing Industry are influenced by attitudes to sustainability
Strategic Marketing Management (3)	As part of the assignment students looked at how the simulation company could develop a more sustainable strategy

A number of modules also now give students a choice of assignment topics and in some cases submission formats, to help develop a more inclusive approach to assessment.

UNDERGRADUATE BUSINESS AND MANAGEMENT SUITE

Degrees in this subject area recruit and therefore shape the attributes of the largest number of UG students (and subsequently graduates) in the School.

Compulsory and optional modules at all levels of study address issues relating to ethics, responsibility and sustainability.

Year one

- Business in Society (Compulsory)
- Exploring International Business and Management (Compulsory)
- Work, Employment and Globalisation (Optional)

Year two

- Environmentally Sustainable Business (Compulsory)
- Managing Non-Profit Organisations (Optional)

Year three/four

- Business Ethics (Compulsory)
- Business Governance and Human Rights (Optional)
- Social Enterprise and Social Innovation (Optional)
- Critical Enquiry Research Project (Compulsory)
- Perspectives on International Management (Compulsory)

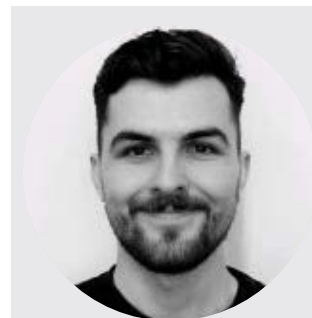
EFMD Business and Management Suite Programme Accreditation – April 2022

Findings: Quality of the overall
ERS learning experience –
Above Standard

“Sustainability underpins the Programme Set not only in standalone modules (Stage 1 Business & Society and Stage 2 Environmentally Sustainable Business), but also in some elective courses devoted to ERS topics and embedded across core business modules.”

The Live Client Strategic Project Module in the Business and Management Degree

Even outside the ERS core, many modules draw on ERS-related enterprise themes. Each year six clients including start-ups and non-profits offer current business challenges they are encountering for students to advise on. Examples in 2021 included a social enterprise focused on encouraging reading in children, and a health-tech business founded by an OBU Nutrition Lecturer to encourage exercise amongst young people.



ALUMNI PROFILE:
Adam Lister, graduated 2022,
BA Hons Business and
Management
Now: UK Environment and
Climate Manager, Investec
Bank

“Sustainability wasn’t at the forefront of my mind when I started at Brookes but the Environmentally Sustainable Business module really piqued my interest, completely changed the way I thought I was going in life. During my interviews here I used what I learned in ESB; including ISO14001, the nine planetary boundaries, the SDGs all definitely helped!”

Annual Joint PG and UG Social Enterprise Student Conference

This conference is one of the outcomes of the Social Enterprise and Social Innovation Module offered (with appropriate differences in expectations) to all final year students on the BA (Hons) in Business and Enterprise and all students on the MSc in Enterprise and Innovation. Making this a compulsory module is intentional, to encourage those students who are considering setting up their own business to consider social businesses as a viable option.

The module provides a critique of the traditional ‘for profit’ paradigm. Lectures explore social enterprise, the co-operative movement and social innovation more generally in order to present students with the option to see a for-purpose business as a viable choice in their future careers. On the undergraduate programme they interview social entrepreneurs from across Europe over Zoom while the Masters students undertake a “Social Safari” in Oxford visiting six social enterprises across the city in one day.

Both modules then involve the students co-creating an academic conference. Students choose their own paper titles and organise the conference tracks. Papers are expected to critically examine an aspect of social innovation and this reinforces the focus on the real world issues facing social businesses.

PRME integrated into a new suite of UG interdisciplinary degrees

The Business School has in the past two years worked in partnership with the Faculty of Humanities and Social Sciences to develop a small portfolio of interdisciplinary degrees: Business and Law, Business Management and International Relations and Business Management and Geography. All three programmes combine complementary disciplinary perspectives to enable a more holistic, ethics informed and challenging approach to contemporary business practices. For instance, students taking Business and Law are required to take modules on debates about social responsibility of business, on mechanisms that hold (or fail to hold) businesses to account for human rights abuses, and on the extent to which corporate legal structures support or challenge sustainability practices. This collaborative cross faculty work on programme development, work that draws on the expertise of a range of disciplines to inform an effective ethical approach to economic activities, is ongoing.



UG AND PG EVENTS MANAGEMENT DEGREES



A Greener Festival Accreditation

In 2021 the School was delighted to extend its accreditation by A Greener Festival (AGF) of the BA (Hons) Events Management degree to include the MSc International Events Management. Accreditation by AGF reflects the School's concern for environmental sustainability and responsibility and its desire to produce graduates with a keen understanding of the importance of such considerations in the planning and running of events.

In common with other programmes highlighted in this report, the Events courses have been designed to reflect the UN's Principles of Responsible Management Education (PRME), and this accreditation is a reflection of our commitment to these principles. It is also a clear endorsement that the Schools demonstrate current thinking in the industry and that its teaching teams have the expertise and experience to deliver innovative, sustainability-led programmes.

Managing the Sustainable Event module

An example of our focus on experiential learning within an ERS context is the module Managing the Sustainable Event, a 45-credit module on our BA (Hons) Events Management programme. Centred around the design, planning and delivery of a live event, the module introduces students to the principles of sustainable project and performance management and develops skills in designing, planning, implementing and evaluating projects, set against a triple bottom line – environmental, social and economic.

Students learn how to produce events that respond to public policy, regulation and global industry standards such as ISO2012. They also learn: how to identify and engage key stakeholders; how to identify, manage and mitigate risk; how to establish key targets and performance indicators; how to monitor and manage progress against these indicators; how to deal with the impact of change on the project; and how to develop and implement event evaluation (environmental, social and economic) to capture the learning from the event and, if necessary, an exit and legacy strategy.

Events students – learning to organise online events for good causes

The pandemic lockdowns were a particular challenge to the events industry and thus also to events students. Rising to the challenge, as part of their “Delivering a Charity Event” module, first year students in 2021 worked in small groups to develop and deliver a number of virtual events which included a variety of walks and runs, bake-offs, quiz nights and photography competitions.

Across the nine events, students raised a total of nearly £5,000 for their chosen charities including including Comic Relief, Save the Children, Calm, Mind, Macmillan, Water Aid, Air Ambulance and Blue Cross.

Brookes Students run for Ukraine Appeal

A group of 22 Events and wider university women students came together to channel their shock at the war in Ukraine and, in their words, “instead of partying together, collaboratively run 2685km which is the distance from Oxford to Ukraine over the course of a month commencing 06/03/2022”. The runners more than met their target, raising more than £12,500 as a consequence.

Global MBA goes from strength to strength

After a year-long, iterative and collaborative development process, the revamped Global MBA programme was approved at a validation event in February 2022. The Brookes Global MBA programme is highly ranked, accredited by AMBA and EFMD.

Sustainability has been further embedded in the revamped MBA, with ‘ethical, responsible and CSR related issues’ one of its four programme-transcending themes which inform all modules and co-curricular activities. Similarly, ethical leadership is a major feature embedded throughout the curriculum.

PRME reflected in recent MBA capstone projects

A cross section of recent MBA capstone projects reflects the diversity of student interests in relation to the PRME agenda, as well as the matching strengths within the supervisory academic team.

- Mobile money and financial inclusion of rural Zambian women
- Feasibility study on a business start-up within the buy to let market in London –providing “affordable housing” to young professionals and families
- Environmental policies and economic sustainability of oil and gas firms in Nigeria (a case study of Ovex Energy)
- Decarbonisation and governance performance between 2010-2020 of the five major IOCS
- The role of ecom cocoa sustainability programmes on cocoa production and farmers livelihood in the Meagui area of Ivory Coast
- Identifying responsible investment practices and their impact on private equity funds in the UK.



Sustainable Development Goals Teach In

For the past five years the School has led the wider University in encouraging teaching staff to sign up to the annual SDG Teach In organised by SOS-UK, a National Union of Students initiative to generate engagement with the Sustainable Development Goals.

The 2021 campaign saw nearly 500 educators nationally reach around 50,000 students in discussion around the SDGs and their relevance to their subjects. Out of all participating Universities, Oxford Brookes was proud to achieve 3rd place for student reach, and 4th place for number of educators involved. In 2022 Brookes achieved 6th place overall in the national Teach-In that involved 134 educational institutions, 141,369 students and 772 educators - the largest Global Goals Teach In to date.



STUDENT PROFILE: **Sarah Dutton**

Sarah is a final year International Business Management student, completing her degree in May 2023. Having engaged with sustainability and ESG for most of her life, she also works part-time at the consultancy agency Simply Sustainable.

Sarah also continues her passion for sustainability and social entrepreneurship through volunteering and international programmes, most recently participating as a YOUNGO representative at COP26 and COP27. YOUNGO is the official children and youth constituency of the renowned United Nations Framework Convention on Climate Change (UNFCCC).

In September 2022, having been selected out of 3,000 candidates, she also participated in a 6-day innovation camp which brought together 200 youth leaders from 61 countries to work in teams and develop next generation solutions on behalf of UNITE2030. After completing the camp, she participated at multiple events for the Global Goals Week, New York Climate Action Week, and UN General Assembly as a delegate for UNITE2030, YOUNGO, and Simply Sustainable. Sarah was also a recipient of the inaugural Dean's List award at Oxford Brookes Business School in 2022.

Decolonising the curriculum: A toolkit for business & management educators

In late 2021 the School's Dr Sola Adesola was a panellist at the Chartered Association of Business Schools workshop on decolonising the curriculum for business and management educators, addressing the question of 'who needs to be involved in achieving meaningful change and how do we get people to act?'. The practical workshop explored the ways in which UK business schools can make meaningful progress in curriculum decolonisation. The goal of the workshop, initiated by the Chartered ABS's Race Equality Action Group of which Dr Adesola is also a member, was to produce a working 'toolkit' that will be of practical value to inform/influence and drive institutional change.

Within the School, 2021-2022 saw the launch of a Decolonising the Curriculum workshop series as part of a commitment to Equality, Diversity and Inclusion (EDI) inquiry in this area across the Faculty. The first event, organised by Dr Sola Adesola and Dr Lindsay Williams in November 2021, featured a panel discussion on 'Decolonising the curriculum: The need for change for business educators'. The second event, in March 2022, in collaboration with the Faculty of Health and Life Sciences, sought to focus on Staff and Student Partnerships in the pursuit of anti-racist provision. Within the School, also as part of the Decolonising the Curriculum series, Dr Adesola ran a workshop, together with the PG Subject Coordinators, in November 2021 on how to begin to embed EDI in postgraduate curricula. This was followed with EDI focus groups in 2022 talking to MSc Management students in selected modules to determine if our current programmes meet inclusivity criteria.

ENTERPRISE SUPPORT

The university's central Enterprise Support Team's portfolio of initiatives is both supportive of and supported by the School's responsibility-infused enterprise pedagogy. The team's 2020-21 performance data in the graphic below highlight the significance of its contribution within and beyond the university. The portfolio has in the past two years been marked by substantial investments in women's economic empowerment, alongside its historical origins and continuing commitments to non-profits and social enterprises.



Students at varying levels benefit from the...

Thrive Festival

Returning for a 5th time in 2022, The Thrive festival, run by the Enterprise Support team, attracted 500 attendees to 18 events focused on creativity, innovation and enterprise. Themes explored included: the power of purpose, inclusion, business basics, creative mindsets and solutions.

MAKING INCLUSION YOUR BUSINESS
 Tuesday 15th November 17:30-18:30
 Online Event
 POWER IN PURPOSE EVENT

Speakers: Cheryl Cole (Editor at DiversityQ), Aneeta Madhavan (Founder of Talking Cranes), Nile Henry (Founder and CEO of the Blair Project), Anna Sturrock (Founder of TART Productions).

Event host: Dr Lindsay Williams, Associate Dean of Education and Student Experience, OBBS, and Chair of Brookes Stonewall Workplace Equality Index Steering Group

Spark Awards

A ten week business start-up programme delivered twice a year, accompanied in 20-21 by a Seed Funding award scheme valued at £10,000.

SPARK AWARD

- £10,000 SEED FUNDING AWARDED TO 20 BUSINESSES
- 3 PEOPLE'S CHOICE AWARDS PRESENTED
- 79 MENTORED HOURS
- 61 PARTICIPANTS
- 47% of participants were of Black, Asian, Mixed and any other minority ethnic background.
- 216 Community Members attended the Spark pitches.
- 100% of participants let their general confidence to develop their idea further.
- Bloom supported six applicants for our SPARK 2022 cohort.

TESTIMONIAL: "I started the programme super low in confidence that my idea was just too airy fairy and wasn't able to articulate the vision that I had or the business side of my idea very well. However, over the weeks I was provided with great support and knowledge to help me develop my idea into something that can be articulated, understood, and real in the near future."

Women in Spinouts

A programme designed to increase the participation of women scientists, engineers and mathematicians in university spinouts.

WOMEN IN SPINOUTS
 A collaboration between Brookes Enterprise Support and the Centre for Gender Policy Research and Practice

Women In Spinouts comprised a series of events that were designed to facilitate a step-change in institutional capabilities, aiming to increase the participation of women scientists, engineers, and mathematicians in university spinouts.

201 ATTENDEES **14 INSTITUTIONS** **6 MENTORS**

3 EVENTS

I loved the explanation of how the funding works, what the challenges are for female founders and diversity - so honest and informative - thank you!

Spin Out Participant 2020/21

Advanced Oxford SPEX CAPITAL The FSEGroup OSJ

@brookesentrepr | brookes.ac.uk/enterprise | enterprise.support@brookes.ac.uk

Bloom

A six-week inclusive coaching course for women, to provide a safe space for participants to openly share ideas, gain advice, create an invaluable network of likeminded women, and be supported as they move ideas one step closer to realisation



Evolve Conference

Business School staff teach and mentor on the programmes noted above and for three years have also contributed widely to the university's Evolve enterprise-focused staff development conference.

Evolve offers workshops, presentations, and cross-disciplinary discussions designed to help academics explore the different ways enterprising skills can be developed in staff and students, and generate an inclusive curriculum for enterprise and entrepreneurship education in all disciplinary areas.

In 2022 the Evolve Conference explored how the Fourth Industrial Revolution could support enterprise and entrepreneurship education for a smarter future.

EVOLVE CONFERENCE
 ENTERPRISE & ENTREPRENEURSHIP EDUCATION



STUDENT PROFILE:

**Lilian Gathoni,
BA Hons Hospitality
Management**

Lilian is a recent graduate both of the School and the Bloom programme and in her own words is “a hospitality entrepreneur creating exceptional customer experiences everyday”. She describes her passion as being “to help young hospitality enthusiasts realize their talents and reach their full potential, by directing them to the necessary resources and helping connect them to key people to make their goals a reality. Now back in her home country of Kenya, Lilian is balancing a full-time day job with the development of her own enterprise, DayOne Events. This business, kick-started by the Bloom coaching programme, has as its central goal the creation and production of responsible and sustainable events.

Teaching and learning in a pandemic

In common with higher education institutions worldwide, Covid-19 and consequent social restrictions had a far-reaching impact on operations at Oxford Brookes. The predominant focus of the School during this time was on its responsibilities as an employer and educational provider; ensuring the safety of students and staff, and a high-quality student experience under difficult circumstances. This inevitably meant that some other strategic and operational activities were de-prioritised. However, the School continued to invest in both its teaching estate and infrastructure, alongside considerable investment in new staff.

Oversight of OBU’s pandemic response as related to learning, teaching and the student experience was provided by Academic Covid Group chaired by the Pro Vice-Chancellor for Student and Staff Experience (PVC SSE) The Guiding Principles adopted by the Academic Covid Group at the start of the transition to online learning included the:

1. Need to keep it simple and do it well
2. Need to focus on the delivery of programme level outcomes
3. Need for delivery and related activity to be of good quality and to be inclusive and accessible

Oxford Brookes then engaged in unprecedentedly rapid changes to patterns of teaching and learning, from the onset of pandemic related lockdowns which impacted the final semester of academic year 2020-21.

Brookes Framework for Ensuring Digitally Enabled Programmes

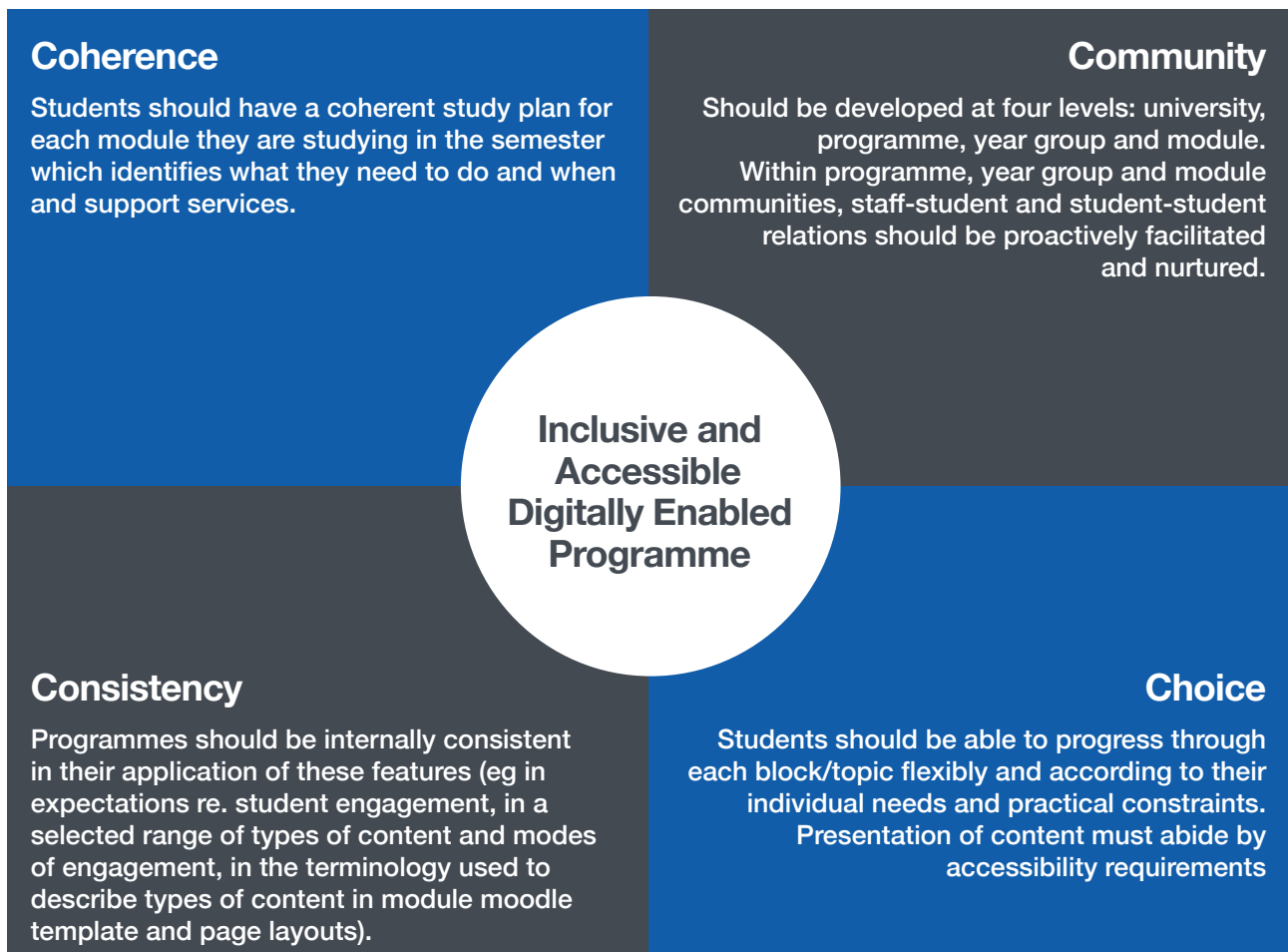
Much of the redesign relating to programme and modules design and delivery during the pandemic was informed by the Brookes Framework for Ensuring Digitally Enabled Programmes introduced in June 2020. Senior faculty within the School with a track record of both PRME and blended learning expertise were instrumental in leading this university-wide project. The framework provided guidance for programme and module teams on how best to plan and prepare for academic year 2020-21. Its objective was to ensure that programmes and modules across the university combined to best effect synchronous and asynchronous delivery in all the potential scenarios that might affect the physical location and working or learning environments of staff or students as the pandemic evolved. The framework sought to ensure a coherent, accessible, and inclusive student learning experience. The intended outcome was that all learners experienced an

equivalent level of academic challenge/rigour and support (appropriate to the disciplinary context) as would have been their expectation in previous years. A wide ranging staff-training and development programme was instituted to support the Framework adopted.

“Remember two things:

- 1) Keep it simple, but do it well.*
- 2) Ensure everything we do is inclusive and accessible for all students.”*

Professor Anne-Marie Kilday, Pro-Vice Chancellor Student and Staff Experience, 2020



Practical and Financial support to students

As well as the additional study support provided by academic and student support staff for those studying online and unable to travel to the UK, student support included financial assistance for those affected by the pandemic, health and wellbeing support, specific support for those studying in University accommodation (e.g. assistance whilst self-isolating), adjustments to assessment requirements, and help with accessing technology via a Hardship Fund to provide financial support to students to purchase IT to enable home learning.

Emerging from the pandemic and lessons learnt

The 2021-22 academic session largely reverted to 'business as usual' from the perspective of teaching and learning, albeit some large lectures remained asynchronous-online to best ensure the safety of students and staff. Since returning to campus to resume teaching in September 2021 the focus has remained on ensuring a consistent, high-quality, and inclusive student experience, combining online and face-to-face elements and synchronous and asynchronous delivery, and employing technology to best effect. The response of OBBS to the Covid pandemic throughout 2020 and 2021 has accelerated the adoption of new technologies and enabled the School to review how it uses its estate. It has also seen the creation of two new teaching spaces as the result of colleagues embracing a new hybrid model of working. In addition, the School is trialling a small number of online-only modules to continue its online momentum and development of expertise.

In April 2021, the University was independently audited by PWC, on behalf of the UK Office for Students, to evaluate elements of its Covid response as they impacted students. This audit assessed both institutional responses and those at the level of a sample of modules across the University, including modules from three UG and PG programmes in the School. The Auditors concluded that there were no issues of concern across the different tests that were conducted at both institutional and School level.

Shape Your New Normal Webinar Series

In the absence of in-person extra-curricular opportunities, the School mounted a series of webinars titled "Shape Your New Normal", which focused on how to find work opportunities, build career foundations and be entrepreneurial in a Covid-shaped world. The series demonstrated the School's continued attention to its responsibility to ensure good student employability outcomes in the face of widespread labour market layoffs and the collapse of the work placement market. A range of internal and external speakers offered sessions (1) from recent graduates negotiating an online professional environment (2) on the online internships available (3) on creating an international career path at a time when physical movement had largely come to a standstill, and (4) on how to graduate successfully into a dramatically changed labour market.

Escape The New Normal – students showing solidarity in the pandemic

Second year Events Management students curated a week of free, virtual events to allow their peers "to escape the new normal of Covid19".

From 23-28 November 2020 the series aimed to help students escape the realities of limited in person teaching and minimal social contact. The events involved talks on wellness, participating in free classes such as yoga, fun quizzes, murder mysteries, live music and online baking.

PILLAR TWO: RESEARCH AND INNOVATION



Societal impact is front and centre of the School's research strategy which is focused on addressing 'strategically important questions faced by society, businesses, organisations and individuals, and to deliver research with impact'. This strategy is underpinned by an objective to enhance the impact of our research and to widen dissemination of our research to benefit local, regional and global stakeholders including our staff and students. The School's four research centres are thematic, rather than disciplinary, bringing together researchers from a variety of disciplines in order to undertake novel research that leads to practical outcomes.

Our Four Research Centres

ORIEL – the Oxford Regions, Innovation & Enterprise Lab
 The Centre for Business, Society and Global Challenges
 The Centre for Diversity Policy Research and Practice
 International Centre for Coaching and Mentoring Studies

Three of our Research Centres were reported on in depth in our last SIP report and the fourth, ORIEL, has been established during the period under review.

In this report we introduce the work of ORIEL, while also providing updates on a small sample of other PRME /SDG related research and knowledge exchange projects.

The School is committed to providing an inclusive, intellectually stimulating and nurturing research environment where researchers can fulfil their potential and career aspirations in pursuing insightful and impactful research.

In the latest Research Excellence Framework (REF) 2021 national assessment the School demonstrated a significant improvement compared to the previous REF2014. When judged in terms of originality, significance and rigour, the results in the Business and Management category show 14% of the submissions to be world-leading, 48% internationally excellent, 37% recognised internationally and 1% recognised nationally. Highly rated impact case studies were also submitted, in relation to workplace equality (Centre for Diversity Policy Research and Practice) and research which showed that an extra year of schooling for a child in developing economies significantly boosts the welfare of everyone in a household (Dr Rozana Himaz). The research leading to both these impact studies was presented in the last SIP report.

Current priorities include

- Engaging with policy makers, business leaders and other stakeholders, at regional, national and international level, to inform policy and practice and contribute the post-Covid economic recovery;
- Integrating research with knowledge exchange to deliver ethical and innovative practices in different sectors of the economy and society.

Our Research Centres and Business Engagement Team mapped to the Sustainable Development Goals

	Centre for Business, Society and Global Challenges	Centre for Diversity Policy, Research and Practice	International Centre for Coaching and Mentoring Studies	ORIEL – Oxford Region Innovation and Enterprise Lab	Business and External Engagement Team
1 NO POVERTY 	✓	✓			
2 ZERO HUNGER 					
3 GOOD HEALTH 	✓	✓	✓		
4 QUALITY EDUCATION 	✓	✓	✓		✓
5 GENDER EQUALITY 	✓	✓			
6 CLEAN WATER AND SANITATION 					
7 CLEAN ENERGY 	✓				
8 GOOD JOBS AND ECONOMIC GROWTH 	✓	✓		✓	✓
9 INNOVATION AND INFRASTRUCTURE 	✓	✓		✓	
10 REDUCED INEQUALITIES 	✓	✓			
11 SUSTAINABLE CITIES AND COMMUNITIES 	✓	✓		✓	✓
12 RESPONSIBLE CONSUMPTION 	✓				
13 PROTECT THE PLANET 	✓	✓			✓
14 LIFE BELOW WATER 					
15 LIFE ON LAND 					
16 PEACE AND JUSTICE 	✓	✓	✓		
17 PARTNERSHIPS FOR THE GOALS 	✓		✓	✓	✓

ORIEL



Established in 2021, ORIEL is a specialist centre of excellence that studies enterprise, entrepreneurship, innovation and economic development through a spatial lens. In keeping with the mission of Oxford Brookes University, ORIEL is committed to delivering engaged and impactful research, seeking to influence research and practice and to have a positive impact on local communities as well as on organisations and society throughout the world. Activities centre around three main themes:

1. Sustainable and responsible enterprise.
2. The future of enterprise.
3. Innovation and enterprise policy.

ORIEL provides a platform for enterprise, entrepreneurship, innovation and regional economic development research and engagement that focuses on and addresses the needs of public, private and third sector stakeholders. By linking academically-led questions and practice-based solutions, ORIEL bridges academic insight and its application. Members of ORIEL engage in local, national and international research on a range of issues, from regional economic development, entrepreneurial ecosystems, and innovation to SME growth and internationalisation. Research also addresses forward-thinking agendas and debates around technological advancement, in particular the impact and implications of artificial intelligence for organisations, economy, and society, as well as inclusivity, sustainability, and resilience.

The work of the centre builds on a series of externally funded projects, including the ESRC/ Innovate UK funded Innovation Caucus, the EPSRC funded DIGIT project and the UKRI Next generation Services project.

ORIEL CASE STUDY:

Harnessing the SDGs to enable Social and Environmental Impact Assessment at Innovate UK: April 21 – June 22

A research team from ORIEL's Innovation Caucus, with support from the Sustainability Research Institute at the University of Leeds, devised a series of tools to support the assessment of the social and environmental impact of projects funded by Innovate UK. Innovate UK is the UK's national innovation agency that supports business-led innovation by helping businesses grow through the development and commercialisation of new products, processes and services.

Historically, Innovate UK has measured the economic impact of its projects – jobs created, company revenue increased, products brought to market. In today's complex economy, innovation also needs to engage with multiple social and environmental challenges. The team analysed an 'alphabet soup' of existing frameworks and standards for the assessment of social and environmental impact before recommending that Innovate UK's assessment was built around the United Nation Sustainable Development Goals (SDGs).

The Sustainable Development Goals (SDGs) adopted by the United Nations in 2015 are a call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The research team reviewed academic literature, current practice across a wide range of sectors, businesses and organisations, and worked with Innovate UK to identify and test different approaches. The team developed a set of SDG indicators for Innovate UK that were relevant and manageable, a method for assessing the materiality of each of the goals in the Innovate UK context, and a method for refining programme development to mitigate potential risks.

Disseminating ORIEL's SDG Indicators to wider audiences

ORIEL's Dr Kate Ringham and Dr Lauren Tuckerman addressed alumni on their recent research project – how the United Nations Sustainable Development Goals can be used to support managerial decision-making and reporting.




ALUMNI EVENTS SERIES

17:00 on 11 October via Zoom

SESSION 2

The Importance of Sustainability in Decision Making





The speakers at this session will be:
Dr Kate Ringham (Principal Lecturer) and
Dr Lauren Tuckerman (Senior Lecturer)

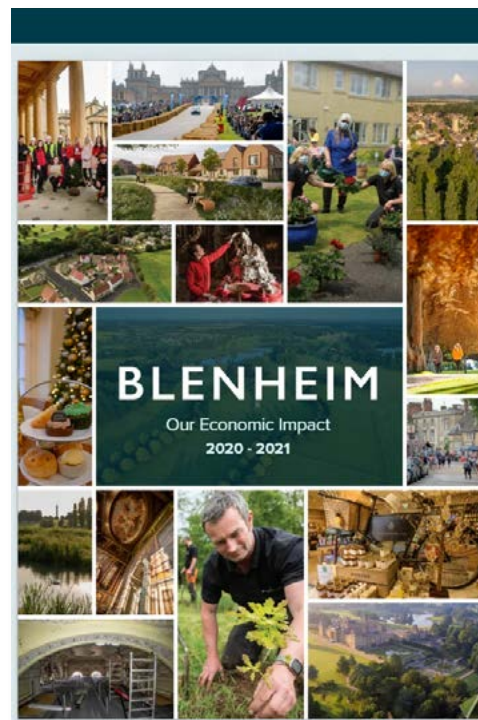
To register see: www.brookes.ac.uk/business/about/events

ORIEL CASE STUDY:

Blenheim Palace's economic impact

ORIEL's Dr Sara le Roux and Dr Robert van der Veen have worked alongside the world-renowned stately home and local visitor attraction Blenheim Palace for a 6th consecutive year to measure their Economic Impact on the county and wider UK's GDP. As previously reported in the last SIP Report, Oxford Brookes Business School and Blenheim Palace have a longstanding and multidimensional relationship which is indicative of the innovative ways in which the School works with external partners

The published analysis from the 5th report for 20-21 indicated that Covid-pandemic and resultant lockdowns had an unprecedented impact on the Tourism and Leisure sector in that period. Though visitor numbers at Blenheim Palace – a key driver of impact and spending in the local area – were down by almost two-thirds, the impact of other activities within their portfolio has helped sustain spending, economic activity and related employment and societal benefits in the region.



The Blenheim economic impact analysis 2020/21 Report can be found [here](#).

A SPOTLIGHT ON OTHER RESEARCH PROJECTS WITH EQUITY AND SUSTAINABILITY IMPACT

A small sample of 2021-22 non-ORIEL staff and student research and the various ways it has been amplified via publication, conference and integration into teaching is highlighted below.



RESEARCHER PROFILE: Dr Catherine Dilnot

Educational Choices at 16-19 and Adverse Outcomes at University

Catherine's particular research interest is in fair access to universities and to leading professions, with a particular interest in the accounting profession and the role of subjects and qualifications taken age 16-19. She has devised a typology of A levels (school leaving qualifications) according to their efficacy in access to high status universities and uses administrative datasets and anonymised professional firm applications data, working with major graduate employers, in her analysis.

Her main current project is jointly with Lindsey Macmillan and Gill Wyness at UCL, investigating the relationship between 16-19 subjects and qualifications and adverse university outcomes, with emphasis on the gaps between students from different social backgrounds. The project is funded by the Nuffield Foundation, who are also funding a three year project on access to elite occupations on which Catherine will be a co-investigator from 2022-25.

Catherine regularly briefs the Department for Education on policy relating to school leaving qualifications reform. The work with professional firms has resulted in changes to their application processes aimed at making recruitment more inclusive. Her findings on subjects, qualifications and outcomes as well as predicted grades has also gained considerable press interest.

NUFFIELD PROJECT ON EDUCATIONAL CHOICES AT 16-19

Increasing numbers of students are entering university with 'applied general' qualifications such as BTECs. This has been hailed as a widening participation success as these students are more likely to come from disadvantaged backgrounds than those with 'academic qualifications' such as A-levels. But are those entering with such qualifications more likely to struggle at university?

Even amongst students entering university with A-levels, there are differences in the sorts of A-levels taken. More disadvantaged students are less likely to take the more traditional 'facilitating' subjects which highly selective universities suggest keep options open for admission and have come to be seen as 'preferred'. This project aims to discover whether having preferred subjects seems protective against adverse outcomes as students progress through university, and conversely, whether having 'less effective preparation' subjects is related to increased chances of struggling.

The project will drill down to eight popular university degree subjects which commonly don't have entry subject pre-requisites to investigate whether having a related A-level or other qualification is protective against adverse outcomes (for example law A-level for a law degree), or whether 'preferred' A-levels such as mathematics, even if not required, seem to offer better preparation.

The intended outcomes are to provide evidence to:

- School and college students, mature entrants and those who advise them on subjects and qualifications which are likely to help them succeed at university
- Universities to design appropriate support and interventions for students likely to be at higher risk of poor outcomes related to entry subject choices and qualifications
- Universities on the association of successful outcomes and particular subjects and qualifications, for use in setting course pre-requisites and entry requirements between different subjects, particularly given the current interest in contextual admissions
- Policy makers in determining 16-19 curricula and pathways.

You can read about the research project [here](#).

“We aim to understand the relationships between entry qualifications and subjects, socioeconomic status and university outcomes, with the hope of mitigating adverse outcomes for vulnerable students from disadvantaged backgrounds.”



**RESEARCHER PROFILE:
Dr Uma Urs**

**Teaching and researching
Intellectual Property for
Sustainability**

Uma Urs is Subject Co-ordinator for the Business and Finance Degree. Linking her teaching and research interests, she has recently collaborated in a research project titled ‘Intellectual Property for Sustainability’. This aims to identify new ways to manage IP rights to serve sustainable development rather than just economic growth. Uma has worked with partners from three other universities: Cambridge (UK) and IISC and BITS Pilani (India).

The project team used a British council award of £91,010 to research, develop and pilot a multidisciplinary and transnational course curriculum spanning engineering, social sciences, and business studies over one year from January to December 2022. The course examined IP from strategic management and sustainability perspectives, linking theory with practice to contribute to the sustainable development agenda.



**RESEARCHER PROFILE:
Dr Simon M Smith**

**SDG teaching and research
across cultures**

Simon is Principal Lecturer in Business, Management and Enterprise, as well as being a co-Director of the Research Centre for Business, Society and Global Challenges. He engages with a diverse range of research activities across HRM, leadership and international business. Related to PRME and SDGs, where he often presents a critical stance through a paradoxical lens, his recent research is very much centred on transitioning PRME education into SDG action and industry practice. In 2022, he delivered an externally funded (British Council) pilot virtual project titled “The evaluation and achievement of Sustainable Development Goals across cultures”. 30 students from Oxford Brookes Business School and 50 students from Amity University in India partook in 10 hours of virtual sessions (additional to their normal studies) with guest speakers from the UK and India focusing on issues around SDGs. The intended legacy from this project is to create a module that transcends international boundaries and focuses on achieving SDGs in practice (with the proviso that students are educated about PRME prior to these actions).



**RESEARCHER PROFILE:
Dr Yoko Nagase**

**Dynamic ecological-economic
modelling**

Yoko is a Senior Lecturer in Economics with research interests in the field of environmental and natural resource economics. Her methodological approach can be best characterised as applied microeconomics. Through the application of theoretical models, simulation exercises, and recent advances in system dynamics, her research aims at generating policy implications that are relevant to pressing environmental policy issues. She is currently working with system dynamics scholars on a dynamic ecological-economic model. More specifically, Yoko’s current research areas are waste management and recycling, ecological economic systems with endogenous population and natural resource stocks, and discount rates for long-term environmental policies.

STUDENT RESEARCHER PROFILES

Students play an important role in the School's vibrant research culture. The School's doctoral programmes attract many candidates working on Ethics, Responsibility and Sustainability topics that align with the four research centres. All Master's level students also complete a capstone project that involves a significant piece of individual research or consultancy often on ERS-related themes.



Caroline Schuhmacher, PhD student

Caroline's research focuses on "An evaluation of voluntary guidelines as tools for supporting effective wildlife conservation in tourist-accessible animal sanctuaries". She has long been fascinated by wildlife tourism and the positive impact it can have on conservation but also learned about the negative impact wildlife tourism can have. Animal sanctuaries are becoming more popular around the world and can be a great alternative to wildlife attractions such as elephant riding which often have negative effects on animal welfare. They are, however, an under researched topic and rules and regulations for sanctuaries are generally missing. Caroline therefore decided to focus her research on animal sanctuaries and how they can effectively contribute to wildlife conservation with the help of tourism. The research centres on emerging economies and her fieldwork will be conducted in Zambia. Post PhD, Caroline hopes find a job where she can combine research and practice to help improve the tourism industry for animals around the world.



Christina Linh Nguyen, MSc Marketing and Brand Management

Christina's dissertation was aligned with the research interests of Senior Lecturer in Marketing Dr Maheshan De Silva Kanakaratne. Her work explored "The Effect of Sustainable Packaging Communication on Perceived Brand Ethicality of Breakfast Cereal Brands in Germany". Consistent with the School's long standing encouragement of Master's level students to contribute to academic conferences and journal articles, her findings were presented at the 2022 European Marketing Academy Conference (EMAC), one of the largest marketing conferences in Europe.

REACHING WIDER AUDIENCES WITH BROOKES RESEARCH

Meet the doctor encouraging people to eat insects to save the planet



Dr Indroneel Chatterjee, Senior Lecturer in Marketing



“Would you like some crickets with that?” This might sound like a strange question, but for Dr Indroneel Chatterjee, orthopterans are just one of many insects he is accustomed to having for lunch.

“If you dry roast them and add some teriyaki, they really are quite tasty.”

A consumer psychologist by trade, the lecturer at Oxford Brookes University is investigating ways to encourage people to include more insects in their diet. According to Chatterjee, insects are not only a great way to add flavour to a meal or snack. They are better for the environment too.

“Animal protein is one of the most unsustainable sources of nutrition to produce, because of the greenhouse gas emissions, the amount of deforestation and the use of energy involved in the rearing of livestock.”

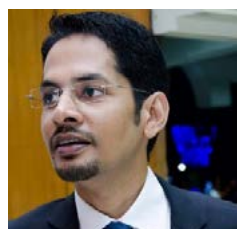
Dr Chatterjee also points out “It takes 20 kilograms of feed to produce one kilo of protein from a cow. But with insects, it only takes 1.7 kilograms. Better yet, insects offer an abundance of naturally-occurring nutrients which rival that of their animal counterparts. Crickets contain more protein than beef per gram, mealworms are richer in Omega 3 than salmon, and house flies have more Vitamin B2 than milk”.

Euronews, November 2021, communications activity in the lead up to COP26

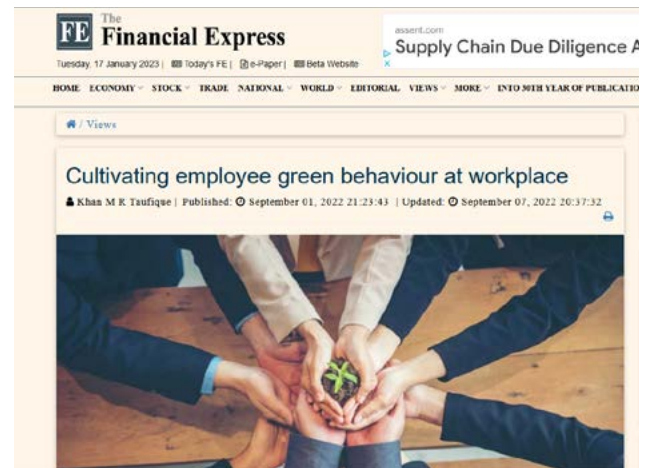
How Carbon labelling can aid shoppers in the fight against climate change



September 2022 saw UK local radio and international print media dissemination of the research findings of Dr Khan Taufique. Two articles appeared in the Financial Express, a leading English language newspaper in Bangladesh. Findings were originally published in the journal ‘Nature Climate Change’, titled ‘Revisiting the promise of carbon labelling’.



Dr Khan Taufique, Senior Lecturer in Marketing



PILLAR THREE: PEOPLE AND CULTURE



The PRME principles require signatories to recognise that “We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students”.

Ensuring this happens in relation to staff is one of the roles of the School’s People and Culture Steering Group. The PCSG is responsible for developing and implementing strategy designed to ensure that OBBS recruits, nurtures and retains a skilled and engaged workforce able to deliver the PRME principles as reflected in the Schools mission and vision and strategic priorities.

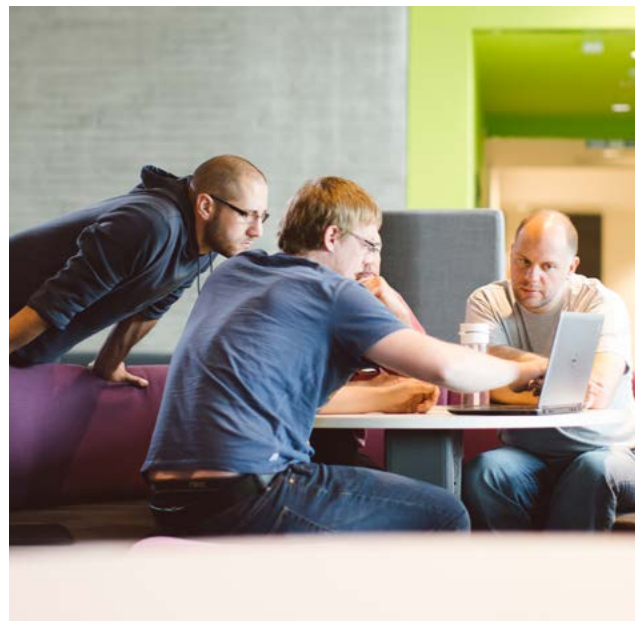
The School operational practices also benefit significantly from its hosting of the Centre for Diversity Policy Research and Practice. Established in 2004, the centre specialises in interdisciplinary research and knowledge exchange on gender, diversity and inclusion in organisations, the economy and society. Its work spans gender issues in the workplace, work-life balance, age discrimination and extending working lives, LGBT, religion or belief, social mobility and human rights.

Our People and Culture Commitments

Oxford Brookes Business School is committed to promoting an inclusive culture, through which staff and students will be supported to fulfil their potential and contribute to the life of the School and wider University.

The School seeks to maintain an open and collaborative approach based on transparent engagement and communications, with a commitment to enhancing staff wellbeing. The vision of Oxford Brookes Business School is to create an environment that promotes a high-performance culture where all individuals can flourish and excel. To realise our vision, the School’s priorities include:

- Promoting and incorporating diversity in everything we do.
- Building resilience in order to develop staff who can respond in an agile and effective way to the rapidly changing external environment.
- Developing a community of alumni that retains connection with Oxford Brookes Business School



University level staff and student policy and practice

The University's Equality, Diversity and Inclusion (EDI) strategy 2018-2022 provides a statement of commitment to EDI for students, staff and wider stakeholders across all dimensions, sets out achievements to date, and the ambitions and priorities yet to be achieved.

In addition to the wider EDI Strategy, the University's Race Equality Strategy 2018-2025 sets out more specifically how the University will progress equality of opportunity and enhance inclusivity for BAME staff and students. Underpinning these strategies, the University's EDI policy states that all policy and practice of the University is to be placed within the context of the following objectives:

- ensuring that all individuals who come into contact with the University, whether as employees, students or in other capacities, are treated with dignity and respect;
- ensuring that the opportunities the University provides for learning, personal development and employment are made available on a non-discriminatory basis; and
- providing a safe, supportive and welcoming environment for students, staff and visitors.

As an expression of its commitment to gender equality, Oxford Brookes University first achieved a first Bronze award of the Athena Swan Charter in 2013. Athena Swan is a globally-recognised framework to support and transform gender equality within higher education. In 2016, the University became one of the first five UK universities to achieve an institutional award under the new charter. While unsuccessful in its first attempt to achieve a School level Bronze Award in 2020, Oxford Brookes Business School is currently undertaking self-assessment as part of a revised application.

Other policies and initiatives that provide a supportive framework for EDI at the university include:

- A Transgender and gender identity equality policy
- Being a signatory of the Disability Confident Scheme which supports the commitment to attract, recruit, retain and develop disabled staff,
- Publishing an annual Pay Gap report
- Participation in the Stonewall Work Equality Index
- Committing to a student Access and Participation Plan which states that: Oxford Brookes University aims to support the access, success and progression of students from our local and regional communities, ensuring that our student body is representative of the communities that we serve.
- Ensuring learning, teaching and assessment practices promote inclusive curricula, eliminate discrimination, advance equality of opportunity and fostering good relations between groups who share a protected characteristic and those who do not.
- The IDEAS framework noted earlier in this report, and an Inclusive Practice Benchmarking Tool to support programme leaders engage their teams on benchmarking their current practices
- An Inclusive Support Service providing advice and support for disabled students.
- The promotion of a range of diversity staff networks and fora to connect and support staff, based on shared identity or experience.
- Supporting, via Brookes Student Union, the creation of student-led societies, including over 30 student-led national, faith and identity societies, that bring together students who share similar demographics, identities, cultures & beliefs and provide an opportunity for them to share their backgrounds and interests with the rest of the student body.

Conversations on race, racism and anti-racism

During 2021 the School's Mariama Sheriff and Dr Graham van Wyk played a prominent role in a ground-breaking, university-wide initiative to open up conversations about hitherto ignored issues of race and racism in Higher Education and specifically at Oxford Brookes. Open to all staff and students at Brookes, a series of informal webinars addressed themes including:

1. Belonging, Compassion and Relationships for an anti-racist university,
2. Lived Experiences of Intersectionality
3. Beyond Unconscious Bias: Decolonising within the University Context,
4. Confronting Change
5. How Could you Develop Confidence to Talk about Racism
6. Anti-racist Pedagogy – Lessons from Geography

CASE STUDY:**Inclusive approaches to academic ethics and integrity development in students**

**Improving student learning by
combining accessibility/inclusion
with academic integrity**



Dr Mary Davis, academic integrity lead in the Business School, has been working to ensure the institution's academic integrity policies and practices reflect the principle of inclusion. She conducted research involving key stakeholders (academic conduct officers, academic development tutors, librarians, Student Union, teachers, senior management, students who had experienced academic conduct investigations) in order to gain insights into their perspectives and experiences, and to establish to what extent student experiences and outcomes related to academic integrity were inclusive. She also mapped the university's academic integrity documents to the Universal Design for Learning principles and then facilitated revisions to enable these documents to better reflect these principles.



*Dr Mary Davis,
Academic Integrity
Lead, Oxford Brookes
Business School*

One of the key findings of the research was that certain groups of often already vulnerable students are over-represented in academic conduct investigations, usually with minor, unintentional breaches. To address this, she brought about a change to policy to enable students with first minor breaches to be offered Good Academic Practice (GAP) training, rather than investigation and punishment. Following this research, the need to collaborate beyond the institution and share best practice in inclusion was the driver for her to lead a QAA-funded Collaborative Enhancement Project between four institutions, as illustrated in the image and logos above.

The innovation in this project is the collaboration between academic integrity experts, inclusion experts and Student Unions/students. This collaborative expertise has facilitated the creation of inclusive and accessible academic integrity teaching resources for staff and students, informed by all perspectives. The team is working on further resources for 2023 and beyond, including the development of a model for student academic integrity champions and student voice videos, to continue to improve inclusion and ensure student participation in the promotion of academic integrity.

Mary has written about this work on the 'Making sense of academic integrity' website and in a journal article for the International Journal for Educational Integrity.

NURTURING A PRME-ENGAGED ALUMNI COMMUNITY

The School offers an active programme of engagement opportunities for all alumni, an example of which was shown in the Innovate UK case study in the description of our new research centre ORIEL.

MBA alumni community webinars

A continuing programme of MBA community webinars throughout 2021 and 2022 included multiple topics related to ethics, responsibility and sustainability. These events ensure continuity between the MBA's central ERS programme strand and the ethos of the wider alumni community.

Date	Presenter(s)	From	Webinar
January 2021	Christian Ehrlich	OBBS & VU University Amsterdam	Happiness through goal-setting
February 2021	Mark Preston	DSTeecheetah Formula E Racing	Racing to a sustainable future
May 2021	Kate Raworth	Oxford University/ Amsterdam University of Applied Sciences	Doughnut economics – what does it mean for 21st century business?
October 2021	Sarah Dusek	Enygma Ventures	Moving the world forward one business at a time
May 2022	Sophie Brookes with Kate Upshon	B Leader and Head of Sustainability Body Shop	Sustainability – Bcorp and the rise of stakeholder capitalisation
October 2022	Patrick Hoverstadt with Paul Jackson	Author of 'The Grammar of Systems'	How systems thinking can help address problems of complexity, uncertainty and change
November 2022	Duncan Mavin, Paul Jackson and Kate	Author of the Pyramid of Lies	Business Ethics – the fall of Lex Greensill and Greensill Capital

MBA community webinar May 2021: Kate Raworth – Doughnut Economics

In May 2022 an audience of almost 80 MBA students and alumni and Oxford Brookes Business School academics was treated to a thought-provoking presentation by Professor Kate Raworth, author of the international bestseller 'Doughnut Economics'.

Her central thesis is that the current economic models are unsustainable, as they are not meeting basic needs of a vast proportion of humanity and are leading to the destruction of our planet. With Doughnut Economics she offers a radical alternative roadmap for bringing humanity into a sweet spot that meets the needs of all, within the means of the planet.

The event highlighted how OBBS as a signatory to the UN Principles for Responsible Management Education can play an important role in both creating and enhancing awareness of the scale of the social and environmental challenges – and by



providing tools for individuals and organisations to help achieve a positive impact. Kate Raworth reminded the audience how big changes in businesses can start from any individuals asking pertinent questions about the organisation's environmental and social impact. And, as the audience noted, creativity, innovation and enterprise, as well as sound business knowledge, all help to develop new, doughnut-proof business models and societies.

MBA summer school, October 2022 – a focus on resilience

As part of the School's post Covid reflections on learning from the pandemic, the most recent summer school explored through a variety of speakers and workshops the forms of resilience – individual, organisational and societal – the pandemic required. The implications for entrepreneurial practice were a particular focus.



i5 PRME

PRME Principles for Responsible Management Education
CHAPTER
UK & IRELAND

The School's contribution to the wider PRME community

Staff from Oxford Brookes have played a significant role in the leadership and programming of the PRME Chapter UK and Ireland over the period of this report. Contributions include:

- Conception, promotion and organisation over the last six years of the Chapter's annual Student Responsible Business and Management Writing Competition. With prizes jointly sponsored by the Chapter and Oxford Brookes, the competition has celebrated many hundreds of student contributions to the PRME/SDG field in Undergraduate, Postgraduate and Alternative Media categories.
- Dr Karen Cripps acting as co-convenor of the London and South East Local Network of the Chapter, creating and encouraging PRME signatory engagement at grassroots level. The Chapter's reach and impact are greatly enhanced by its seven Local Networks across Ireland, Wales, Scotland and England.
- Dr Jonathan Louw acting as Chair of the PRME UK and Ireland Steering Committee, and member of PRME Global's i5 Holistic Leadership Competencies Advisory Committee.

PILLAR FOUR: PARTNERSHIPS AND PLACE



The new School Strategy recognises that as an anchor institution there are growing opportunities for OBBS to work in depth with partners and stakeholders in the region, while pursuing national and international opportunities in areas of strength.

External and business engagement runs through OBB's strategic priorities. The School facilitates engagement with external institutions and organisations, whether academic, professional, or business, through active involvement with professional bodies and accreditations, providing opportunities for core faculty to develop and deliver professional and executive education, supporting applied and societally impactful research and knowledge exchange activity in partnership with external stakeholders, and through a focus on experiential learning that draws on external networks to provide opportunities for learners.

The **OBBS Business and External Engagement team** oversees consultancy activity and bespoke professional development programmes to establish and develop relationships with relevant organisations. At the forefront of the team's concerns are: local economic empowerment; entrepreneurial and particularly small business support; and sustainability.



Oxford Brookes University has been awarded the Small Business Charter in recognition of its support for local small businesses, local economies and student entrepreneurship. Professor Tim Vorley, Dean of OBBS, is a member of the Management Board.

In order to achieve the Small Business Charter award, business schools undergo a rigorous assessment to determine the effectiveness of their business support, entrepreneurship education and engagement with their local economy.

The School's accreditation by the Small Business Charter, has allowed it to partner with the Chartered Association of Business Schools and the Department for Business, Energy and Industrial Strategy to deliver the Help to Grow management programme, a 12-week Government-subsidised programme to support senior managers of small and medium sized businesses to boost their business's performance, resilience, responsible business practices and long-term growth post-pandemic. The School delivered the programme to eight cohorts of 20-25 learners each in the first year. In addition, the School has recently partnered with Small Business Britain and Lloyds Bank to provide four cohorts of Help to Grow entirely free of charge.

Entrepreneurs in Residence

Appointed in 2021, Entrepreneurs in Residence are part of a network that aims to provide learners and staff at OBBS and across the University with rapid access to a broad and deep base of knowledge, experience and contacts. Recruited also with our PRME agenda in mind, they provide insight into the challenges of creating and growing a business in an ethical and responsible way.

As well as providing inspiration for our students, Entrepreneurs in Residence are embedded across the Business School, contributing their thinking and insights into new programme development, community engagement and knowledge exchange. Current post holders include:

Fran Bormann, Founder, Goal 17

Goal 17 uses mentoring and training interventions to help clients achieve social impact. The name Goal 17 is inspired by the United Nations' Goals for Sustainable Development. The 17th goal is about creating partnerships and collaborations for effective positive change. This embodies Goal 17's mission.



Adrienne Bloch, Founder, Bloch Solutions

Adrienne is a qualified Town Planner) and founder of Bloch Solutions, a niche consultancy dedicated to channelling investment into desirable affordable homes, and innovative technology companies. She is active in the sustainability field, acting as a strategic advisor to new European and UK modular housing entrants, including investment in NetZero Buildings.



Small Business Sustainability Basics Programme

An example of the School's collaborative approach to business engagement with impact is the Small Business Sustainability Basics programme, designed to help small firms realise their growing climate action ambitions following the COP26 summit. In partnership with Small Business Britain, the programme was launched in March 2022 after joint research showed an appetite among small businesses to reduce carbon emissions, but that key barriers were preventing many from taking action.

The programme is a free, online six-week short course delivered in partnership with leading sustainability experts. It aims to increase the awareness of small business owners about sustainability and net zero, as well as providing practical insights to realise green growth opportunities. The programme – and the community of like-minded businesses which it has created – provides entrepreneurs with the basic awareness they need to supercharge their sustainability planning, reduce their impact on the planet, and turn their sustainability plans into commercial advantage. The first run of the programme was very over-subscribed, leading the School to run further cohorts later in 2022.



The School's Dr Sara le Roux, Dr Lauren Tuckerman and Prof Tim Vorley were at the House of Lords in October 2022 to launch the report arising from the Small Business Sustainability Basics Programme. The event was joined on the day by more than 150 businesses celebrating their sustainability journeys, with more than 1300 businesses having completed the programme.

Download the report [here](#).



Taming the Carbon Monster

OB2 – a partnership between Oxford Brookes Business School and Oxfordshire Business First to support SMEs in Oxfordshire - organised a short sustainability programme in late 2022 focused on helping business leaders to ‘Tame the Carbon Monster’ and make progress towards Net Zero. This initiative was in addition to the Sustainability Business Basics programme described above.

This programme built on the success of the Oxfordshire Business First Carbon Monsters event held in April 2022. The workshop sessions were run in conjunction with Oxfordshire Greentech and were delivered by experienced local sustainability practitioners and Brookes academics. Oxfordshire Greentech is a network with over 100 members that aims to stimulate and grow the low/zero carbon agenda across business, public sector and academia

The programme was delivered through 6 fortnightly sessions:

- Session 1: Gaining insight into your carbon emissions
- Session 2: Creating an action plan, frameworks and accreditations
- Session 3: Reducing operational carbon and environmental impacts
- Session 4: Innovating with products and services
- Session 5: Engaging your workforce and tracking progress
- Session 6: Communicating sustainability with stakeholders

Students, Partner Organisations and Responsible Business Entrepreneurship

In both the summers of 2021 and 2022, in conjunction with the Faculties of Technology, Design and Environment, and Humanities and Social Sciences, the School mounted a ‘Business Challenge Week’ for Postgraduate Students. This offered an experiential and immersive co-curricular learning opportunity involving work in interdisciplinary teams with local/regional partner organisations to address business challenges.

Partners included public, private and non-profit sector organisations. While there was no restriction on the presenting issues, many related to questions of responsible and sustainable business practices. Examples in 2022 included:

- a two person women’s networking and coaching organisation wanting to scale up their operations while maintaining the founders’ time flexibility
- the application of and market for light powered sensors in sustainable building management; for example to measure temperature, humidity and CO2 levels
- Promoting environmental sustainability practices in a major Oxford museum
- Business modelling and branding for an organisation that sets up and runs intergenerational choirs
- Designing a Western European product launch for a company that offers a modular building system using large-scale prefabricated elements to raise the quality, efficiency and sustainability of construction.



Business Challenge Week took place online in 2021 before moving to a hybrid format in 2022.



People and Planet University League : Progress for Oxford Brookes

The Partnerships and Place Pillar of the university and school strategy encompasses the sustainability of the estate and other operations. In 2022 Oxford Brookes University celebrated significant progress when it moved up 35 places in the annual People & Planet University League, which ranks UK universities on their environmental and ethical performance.

The University rose from 69th place to 34th in the 2022/23 rankings, and received further recognition by being awarded a 2:1 (Upper Second Class) certificate for sustainability by People & Planet, compared to a 2:2 (Lower Second Class) last year.

This rise in the rankings demonstrates that the University is on track to reach its emissions targets and sustainability objectives, and close to achieving the next grade up of a 1st class accolade. The university continues to work hard on reducing its environmental impact and in delivering carbon targets in collaboration with the Zero Carbon Oxford partnership, to help reach the city's target of net zero by 2040.

The University's developing sustainability track record

In July 2022, Oxford Brookes became the first UK university to have a state-of-the-art Geo-Exchange heating system operational on campus. The pioneering development introduced a heating system that replaces fossil fuels and will ultimately reduce carbon emissions on campus by 20%.

Also in the same month, the University was awarded Fairtrade Status for the 2020-22 academic years. This is an area in which Oxford Brookes has led the way, becoming the world's first Fairtrade University in 2003.

The University has also become the first in the world to install bee-centred Freedom Hives for bees on campus, extended its flower meadows, introduced rewilding schemes and introduced bug hotels and bird, bat and owl boxes around campus to improve biodiversity.

In 2021, Oxford Brookes declared a climate emergency, and also signed up to the Zero Carbon Oxford Charter pledge to support the city's aspiration to achieve net zero by 2040.

Thanks to contributors

Thank you to all the students and staff whose endeavours have featured in this report – without their insights, creativity and hard work the PRME agenda could not advance.

Particular appreciation goes to the Programme Leads and other pedagogic contributors who have informed the enhanced focus in this SIP report on the School's Education and Enterprise Pillar.

FUTURE COMMITMENTS: JANUARY 2023 – DECEMBER 2024

COMMITMENTS

Education and Enterprise Pillar

To continue to embed ERS themes and specifically SDGs through UG and PG programme five year review and new programme validation opportunities.

To ensure the consistent integration of inclusion, responsibility and sustainability strands into the School's evolving Enterprise Pedagogy.

To promote student and staff participation in the NUS Green Impact and SOS-UK SDG Teach-In in 2023 and 2024.

To develop and monitor annual work programmes for the ERS and Diversity and Inclusion Subcommittees of the Faculty Teaching, Learning and Education Committee.

Research and Innovation Pillar

To continue to build the OBBS doctoral community, through the implementation of a distance learning doctoral programme as a vehicle to enhance inclusivity.

To promote the societal benefits of OBBS Research, Innovation and Knowledge Exchange activities by increasing public engagement with research beneficiaries beyond academia, encourage co-creation activities with local and regional communities as well as with national and global partners.

To foster further International research understanding and collaboration in relation to Agenda 2030 through raising the profile of the opportunity to host visiting academics within OBBS.

People and Culture Pillar

To submit a new application for the Athena SWAN Bronze Award.

To embed processes, structures, and practices to support equality, diversity, and inclusion in accordance with the School's People and Culture Strategy 2023-26.

To increase the consciousness of and engagement with sustainability and net zero agenda among staff as it relates to their work.

Partnerships and Place Pillar

To extend our professional education provision to reflect the School's strategic priority of promoting sustainability and responsibility in all our activities.

To engage with employers and other stakeholders through insights, solutions, and learning opportunities to contribute to the sustainable development of the local, regional, and national economy.

To support staff and student collaboration in the pursuit of environmentally and socially sustainable practices across the School (e.g. by working towards an SOS-UK Green Impact award).



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