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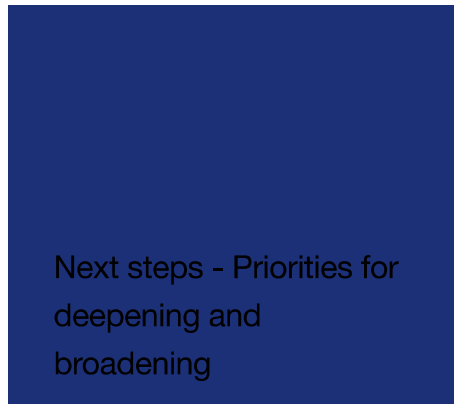
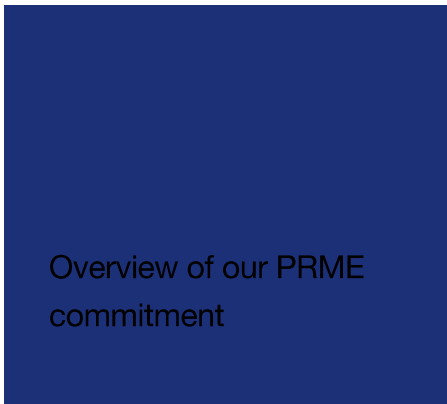
Principles of Responsible Management Education (PRME)

PRME Sharing Information on Progress Report

“Welcome to our first PRME Sharing Information on Progress report. Since joining the United Nations’ Principles of Responsible Management Education initiative (PRME) in 2020, the world entered an unprecedented time of volatility and uncertainty. Despite that, Liverpool Business School continued to grow all aspects of its portfolio, including our commitment to the 17 Sustainable Development Goals. This report shows broad coverage, and we are striving to extend and deepen that as an engaged Business School embedded in the communities we serve. Please do contact us if you find something of interest – one of the purposes of this report is to connect with our internal and external stakeholders to make even bigger impacts in what we do.”

[Dr Adam Shore \(/about-us/staff-profiles/faculty-of-business-and-law/liverpool-business-school/adam-shore\)](#), Director of the School of Business and Management

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Reflections - Where are we now?

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Next steps - Priorities for deepening and broadening

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Overview of our PRME commitment

Focus

We are delighted to share Liverpool Business School's first report ("Sharing Information on Progress") as a signatory of the United Nations' PRME initiative (Principles of Responsible Management Education).

Aim

This report is a snapshot of the recent teaching, learning, and knowledge exchange activity we've been engaged in related to the Sustainable Development Goals. We report activity against each Sustainable Development Goal with an intention in developing our collective awareness – internally and externally – of those goals. This means the report is about showcasing the type of work under each Sustainable Development Goal, rather than an extensive and exhaustive list.

Method

This report was informed by evidence gathering from each of the programme teams which are part of Liverpool Business School. We also engaged with our external stakeholders to inform our thinking about our activity and progress through: LBS-led Global Symposia for Social Value at Universities & Business Schools (130 participants, 12 countries), Impact Incubator Workshops, and a World Café (involving colleagues in LBS, other faculties, and professional services).

University context

Liverpool Business School is part of Liverpool John Moores University (LJMU), a large, modern university with a civic mission to be connected to our communities. It is recognised as an anchor institution, deeply embedded into the economic and cultural fabric of Liverpool City and wider Region. By 2022:

- LJMU had created a new corporate strategy driven by the values of students at the heart, inclusion, community, and courage. This frames all of the teaching, research, and knowledge exchange across the University.
- LJMU had refreshed its Learning & Teaching Strategy mandating “Education for Sustainable Development” as a priority development across all curricula (alongside “Education for Wellbeing”, “inclusive curriculum”, “digital education”, and “employability”).
- LJMU had created a new Climate Change Institute as a driver of new programmes, research, outreach, and knowledge exchange, for climate action (SDG 13), and declared a Climate Emergency, which has been translated into a [Climate Action Plan \(/about-us/ljmu-climate-action/net-zero-by-2035\)](#).
- LJMU had developed a new estate and facilities directorate’s masterplan, where the fabric of our buildings is energy efficient and utilises a responsible green infrastructure. This includes obtaining 100% of energy from renewable sources; solar thermal heat collection and energy saving technology; rainwater harvesting and green roofs. Waste is minimised and a zero waste to landfill policy means all non-recyclable materials are sent for energy-from-waste treatment.

- LJMU promotes the collaboration with stakeholder groups for social impact; including for example, with local charity, Bulky Bob's, to organise and facilitate the donation of thousands of reusable items to the local community, including schools and charities, free of charge. This not only reduces the amount of money required, but also reduces the environmental impact of using raw materials and manufacturing new furniture, so a better outcome for the environment. Similarly, LJMU engages with the Furniture Resource Centre Group to support local foodbanks and schools by donating recycled computer equipment.
- LJMU had started reciprocal diversity mentoring at the highest structural level to drive inclusivity, and supporting the LJMU Access & Participation Plan (APP) which prioritises strategies for reaching out to marginalised communities.

Business School context

Liverpool Business School is an engaged contributor to social and economic development in the Liverpool City Region and beyond. Reflecting the wider institutional values for connectedness and community impact, in our first 2 years as a PRME signatory, we have:

- Established an LBS PRME Coordinating Group with representation across each undergraduate and postgraduate programme team, with PRME champions to facilitate local developments.
- Allocated new resources (time on workloads) as well as budget, with a clear reporting structure from programmes, coordinating group, and School Management Team through to the Faculty Management Team.
- Deepened our relationships with stakeholders including the British Academy of Management (Sustainable and Responsible Business SIG), Principles for Responsible Management Education (Working Group on Poverty), PRME Working Group Environment and Climate Change, University Vocational Awards Council, Social Value UK, Social Value International, The Academy of Business in Society, American International Accreditation Association for Schools and Colleges, and the National Society for Experiential Education, the UK Consortium for Sustainability Research, the European School of Sustainability Science Research (ESSSR), the Inter-University Research

Programme for Sustainable Development (IURPSD), and the Liverpool Roma Employability Network.

Structure

The report is structured into two main sections:

1. **[Reflection \(/about-us/faculties/faculty-of-business-and-law/liverpool-business-school/principles-of-responsible-management-education/reflections\)](#)**: Where we are now (including development plans already in place). As a large and diverse Business School, we engage in most of the Sustainable Development Goals, some with regional and international strength.
2. **[Next steps \(/about-us/faculties/faculty-of-business-and-law/liverpool-business-school/principles-of-responsible-management-education/next-steps\)](#)**: Our priorities and goals for deepening and strengthening the integration of the Sustainable Development Goals over the next reporting period.

To engage with us with any aspect of this report, please visit:

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- **[Research \(/about-us/faculties/faculty-of-business-and-law/liverpool-business-school/research\)](#)**
- **[Knowledge Transfer Partnerships \(/about-us/faculties/faculty-of-business-and-law/liverpool-business-school/management-knowledge-transfer-partnership\)](#)**
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Reflections - Where are we now?

Below details recent examples of how Liverpool Business School has met the United Nations' seventeen Sustainable Development Goals (SDG)

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Poverty, and Zero Hunger (SDG 1 and 2)

- Modules have included workshops on the cost-of-living crisis, in-work poverty, contemporary economic policy, and use of case studies using award winning adverts on poverty and hunger campaigns (i.e. Unicef) (from first year onwards).
- Active engagement with students who have to work full-time because of financial challenges.



- Two volumes of research: **No Poverty** (<https://link.springer.com/referencework/10.1007/978-3-319-95714-2>) and **Zero Hunger** (<https://link.springer.com/referencework/10.1007/978-3-319-95675-6>).
- “Fans Supporting Foodbanks” research project helping 75000 people to access food. Funded by Everton in the Community Project.
- Management Knowledge Transfer Partnership co-created the thrive vision with Cobalt housing which aims to develop a community wealth building strategy for North Liverpool; Pro bono HRM guidance and consultancy with three charities.
- Acculturation sessions for people moving from Brazil/USA.
- Examples of personal actions include; Trustee of the YMCA Together; volunteering for Fareshare (anti-hunger charity); trialling products from a social enterprise; organised and donated to food banks.



Example activities planned beyond the reporting period:

- Develop Management Knowledge Transfer Partnership(s) for local community impact
- Strengthen economic development curriculum, e.g. calculating the perceived degree of an issue by using available data and policies.
- Evaluate the role of food pantries and their contribution to serving communities and contributing to community initiatives.

Good Health and Wellbeing (SDG 3)

- Mental health discussions integrated within the curriculum and in personal tutoring, pastoral care and support (including health and wellbeing signposting for staff and students).
- Promoted social marketing and behaviour change with a health focus (i.e. smoking).



- Executive education and support: Running Circle Healthcare Group Leadership Programme, in partnership with Liverpool University Hospitals Foundation Trust; supporting corporate wellbeing for executive NHS leaders.
- Led the Chartered Institute Personnel Development branch event on men's mental health; Wellbeing Guardian is an enabler in the NHS who helps to empower the health and wellbeing of NHS people.
- Examples of personal actions include: Committee member and trainer/coach for netball, roller derby; girls' network mentor; contributor to the Virgin Pulse Challenge; youth group leader focusing on personal, emotional and spiritual growth.
- Examples of research include: Research projects on COVID-19 vaccine supply chains; blood transportation in Africa; impact of presenteeism on migrant worker health;
 - Good Health and Well-Being
(<https://link.springer.com/referencework/10.1007/978-3-319-95681-7>)
 - Lean Six Sigma implementation and sustainability roadmap for reducing medication errors in hospitals
(<https://www.emerald.com/insight/content/doi/10.1108/TQM-03-2020-0063/full/html>)
 - COVID vaccines: how to speed up rollout in poorer countries
(<https://theconversation.com/covid-vaccines-how-to-speed-up-rollout-in-poorer-countries-168346>)
 - Vaccine supply chains: Collaboration is the key to success
(<https://ipsera.com/news/10160676>)
 - Handbook of Organizational Wellbeing (<https://uk.sagepub.com/en-gb/eur/the-sage-handbook-of-organizational-wellbeing/book269424>)
 - Web workouts and consumer well-being: The role of digital-physical activity during the UK COVID-19 lockdown
(<https://doi.org/10.1111/joca.12375>)

Example activities planned beyond the reporting period:

- New research into leadership of wellbeing in and through integrated care systems.
- New Partnership Research Centre / Liverpool University Hospitals NHS Foundation Trust - Healthcare Quality Improvement and Innovation for St Helens and Knowsley Trust.

Quality Education (SDG 4)

- Developed new curriculum: Equality, Diversity and Inclusion; Corporate Social Responsibility; integration of the Academy of Business in Society's Scenario Exploration System; panel discussion with the Runnymede Trust (education for ethnic minorities); a database module by students for students (Student Enhancement Project).
- Moving beyond the classroom as educational experience, e.g. bus tours exploring Liverpool City and invited guest speakers from different backgrounds who share experiences with students (such as from the Chartered Institute for Personnel and Development and the NHS).
- Summer schools with impact in the Race Equality Hub in Liverpool City Region.
- Human Resources Bitesize learning model delivered to undergraduate and postgraduate students, which improved access to learning.
- Strengthened digital skills: training to develop staff digital skills; support for staff transitioning from face-2-face to online teaching and building a shared platform for new pedagogies.
- Developed Collaborative Online International Learning: pedagogical method of developing students' inter-cultural awareness and global citizenship skills.
- Sustainability pathway within the Business Management programme, including a student employed by the local organisation 2030hub which is the world's first UN Local2030 Hub, created to make cities and businesses stronger.
- Examples of personal actions include: Decolonising the curriculum committee membership; guest lecturing at Lyon International Week on



SDG4 issues; monthly subscription to the local hospice; HR Governor College contributions; Parent, Teachers and Friends Association contributions; road peace- campaigning for safer crossing-national campaign.

- Examples of research and projects include: Project DREAM, which increased female aged 18-30 aspiration in Philippines, India and Syria, being developed and organised with google CEBU online employability courses; research and publication about the impact of zoom on quality and inclusive education;
 - Quality Education (<https://link.springer.com/referencework/10.1007/978-3-319-95870-5>)
 - From the streets to the classroom: power analysis as a tool for critical pedagogy (<https://doi.org/10.1080/0267257X.2022.2085769>)
 - Unleash your inner geek: using maths to prepare graduates for a data driven future (<https://charteredabs.org/unleash-your-inner-geek-using-maths-to-prepare-graduates-for-a-data-driven-future/>)

Example activities planned beyond the reporting period:

- Embedding new Liverpool John Moores University Learning & Teaching Strategy with a new strand of Education for Sustainable Development, inclusive curriculum, education for wellbeing, and digital education.
- New research into sustainable education.
- Launch People and Community site for all HRM/People Management qualifying programmes to share knowledge and practice.

Spotlight: Corporate Social Responsibility

One of the aims of the Corporate Social Responsibility module is to prepare future managers to think and act responsibly. In this module, students are encouraged to critically evaluate major global challenges and develop methods to help organisations strengthen their resilience in the face of current and future challenges. As of Spring 2022, Liverpool Business School has the first undergraduate programme nationally, that integrated the Academy of Business in Society's Scenario Exploration System as a core

part of the module. Through the game, 100 students engaged with systemic long-term thinking while exploring alternative sustainable futures in the role of different societal stakeholders.

Spotlight: Collaborative Online International Learning

Collaborative Online International Learning is an innovative and effective pedagogical method of developing students' inter-cultural awareness and global citizenship skills. Students from Liverpool John Moores University and international partners collaborate via online sessions. Between 2020-2022, the faculty had various pathways with partners in Malaysia, American and India. American students at Southern Connecticut State University have spent a month sharing lectures and seminars on climate change and sustainability with Liverpool John Moores University undergraduates as part of the Collaborative Online International Learning project. The cohorts also shared views and insights on global citizenship, environmental policy and economics, and ecological awareness. A student comments: "What really appealed to me was get to understand the perceptions of people from another part of the world on these issues. Here, it feels like we only really learned about it from a British or from a European perspective, we don't learn about it from a North American perspective."

Spotlight: Sustainability

Sustainability is a pathway on the BSc Business Management programme. The aims of the pathway are for students to develop a broad understanding of sustainability, appreciate how the world's current sustainability challenges are affecting and are affected by business and to be able to competently discuss topics across a wide range of disciplines including business, economics, social issues and ecology. It enables students to make informed decisions that incorporate ethical, environmental and responsible dimensions into management thinking - particularly strategic decision making. As part of their learning experience students visited the Slavery Museum in Liverpool; their lesson was about the history and heritage of slavery in the city of Liverpool and modern day slavery.

Gender Equality, and Reduced Inequalities (SDG 5 and 10)

- Periodic Review of programmes required each programme to embed “sustainability” and “decolonisation” into the design of programmes (each programme team could determine what was meaningful to that discipline).
- Developed new curriculum: employment law module including equal pay, lack of equal pay; digital networking with the Northern Power Women; extra-curricula activities to enhance student opportunities to speak to business people in the Liverpool City Region; using consultancy projects to identify and add value add to students and businesses in the Liverpool city region; human resources modules included race equality, neuro diversity, disability inclusion, transgender, leadership inclusion and belonging.
- Civic Group established to improve inclusive growth in Liverpool City Region, lobbying and advocating for change towards gender equality.
- Ongoing Equality, Diversity, and Inclusion sessions hosted on campus by the Chartered Institute for Personnel & Development.
- Academics met with Ian Byrne, Member of Parliament and Hillsborough Survivors to discuss inequality and the practical and emotional impact on the Hillsborough survivors.
- Business modules include international monetary and finance systems (Level 6); economic inequalities; digital content on inclusivity.
- LBS achieved the Athena Swan Bronze Award.
- Developed roles: disability inclusion co-ordinator to ensure the equality of provision for students with disabilities; CIPD equality, diversity, inclusion and belonging lead with delivery sessions and outreach activities; faculty members represented in National #Q connector community; member of Pernicious Anaemia Society to raise awareness of impact in workplace.



- Examples of personal actions include: Led YMCA to achieve Navajo charter mark; trustee for YMCA Together; encouraging university and senior management to sign up to the Gypsy, Traveller, Roma, Showman and Boater (GTRSB) Pledge.
- Examples of research include: Research on anti-violence marketing messages and engaging by-standers (female focus); Transgender Conference – July 2021; research into female entrepreneurship and engagement with social organisations; student demographic analysis (gender identity); Hillsborough disaster project (financial and practical support from the state); creating an equal playing field and tackling social inequality; finance inclusion and inequalities;
 - **Gender Equality**
(<https://link.springer.com/referencework/10.1007/978-3-319-95687-9>)
 - **Reduced Inequalities**
(<https://link.springer.com/referencework/10.1007/978-3-319-95882-8>)
 - **Using Photovoice via Online Platforms to Determine the Need for LGBTQAI+ Inclusive Curriculum**
(<https://methods.sagepub.com/case/photovoice-online-platforms-determine-need-lgbtqai-inclusive-curriculum>)
 - **The Silent and Unseen: Two examples of women's restricted travel in Pakistan**
(<https://www.taylorfrancis.com/chapters/edit/10.4324/9781003036296-15/silent-unseen-tazayian-sayira-hazel-andrews-qurat-ul-ann-ayesha?context=ubx&refId=c0231272-8494-427a-82c8-4cd4c6eea21a>)
 - **Contextualising work–life balance: a case of women of African origin in the UK**
(<https://www.emerald.com/insight/content/doi/10.1108/ICT-09-2019-0092/full/html>)
 - **Sport and ethno-racial formation: imagined distance in Fiji**
(<https://doi.org/10.1080/17430437.2020.1725476>)
 - **'We Don't Have the Same Opportunities as Others': Shining Bourdieu's Lens on UK Roma Migrants' Precarious (Workers') Habitus** (<https://doi.org/10.1177/0950017020979502>)

- Fintech, financial inclusion and income inequality: a quantile regression approach
(<https://doi.org/10.1080/1351847X.2020.1772335>)
- A theory of financial inclusion and income inequality.
(<https://doi.org/10.1080/1351847X.2020.1792960>)
- Defining and measuring financial inclusion: A systematic review and confirmatory factor analysis (<https://doi.org/10.1002/jid.3524>)
- Different Reality? Generations' and Religious Groups' Views of Spirituality Policies in the Workplace
(<https://doi.org/10.1007/s10551-021-04951-9>)
- Gender diversity in sport leadership: an investigation of United States of America National Governing Bodies of Sport
(<https://doi.org/10.1080/23750472.2020.1719189>)
- Black lives and bodywork matters: A postcolonial critique of gender and embodiment in Nigeria (<https://doi.org/10.1111/gwao.12638>)
- A Creative Writing Case Study of Gender-Based Violence in Coach Education: Stacey's Story
(<https://journals.humankinetics.com/view/journals/wspaj/28/1/article-p72.xml>)
- Indo-Fijian women and sportive activity: A critical race feminism approach (<https://doi.org/10.1177/1012690219854645>)
(<https://doi.org/10.1177/1012690219854645>)
- (<https://doi.org/10.1177/1012690219854645>)Out of the Shadows: A Young Woman's Journey from Hiding to Celebrating her Identity.
(<https://nsuworks.nova.edu/tqr/vol25/iss12/7/>)
- LBS PhD Student was awarded a VC PhD Scholarship for managing menopause in organisations.

Example activities planned beyond the reporting period:

- Embedding financial inequalities into the curricula.
- Embedding the GTRSB Pledge.
- Further building employment opportunities with Northern Power Women.
- Launching new Equality, Diversity, and Inclusion curricula.

Spotlight: Project DREAM

Project DREAM, set up by two academics at Liverpool John Moores University in 2019, aimed to raise aspiration among young women in three UN DAC countries: Philippines, India and Syria. Standing for Developing Resilience, Education, Aspiration and Motivation, DREAM supports young women in their quest for decent work, and speaks directly to SDG 5 seeking to empower participants through workshops, CV support, motivational interviewing, to reach their potential while overcoming barriers that they may have met. Interestingly, the three countries, while different in some ways, also shared much in common regarding the opportunities and barriers that young women face.

Spotlight: Being Lean and Seen: Meeting the Challenges of Delivering Projects Successfully in the 21st Century

As the overall project-related spending in the EU is assumed to be about € 3.27 trillion per annum there are huge societal and economic challenges of reducing the massive financial and psychological costs of poor project delivery. Especially as about 6% of all projects are believed to be wholly unsuccessful, many of them tax-payer funded. In this European Union Horizon 2020 Research and Innovation Staff Exchange (€328,500), a holistic framework to address the challenges of delivering projects successfully in the 21st century are addressed.

Spotlight: Asia Research Network on Integration of Global and Local Agri-Food Supply Chains Towards Sustainable Food Security

Funded as a European Union Horizon 2020 Marie-Curie Research and Innovation Staff Exchange (€126,000), this research brought together researchers from a number of disciplines to address a global challenge in achieving sustainability and resilience of agri-food supply chains. The research targets solutions to the challenge related to a food security strategy debate on global sourcing and self-sufficiency. Approaches involved leveraging the benefits in the context of Multi-level (geographical scale), Multi-dimension performance measurement (sustainable and resilient agri-food supply) of agri-food supply chains (MMAFS).

Clean Water and Sanitation, and Affordable and Clean Energy (SDG 6 and 7)

- Various case studies are integrated into the curriculum, including the use of solar panels on billboards in Africa.
- Water fountains have been installed throughout Liverpool Business School buildings.
- Examples of personal actions include: water meter installations; signing a petition for the Local Electricity Bill which gives the right for generators of electricity to become local suppliers; getting the tram and using public transport rather than drive; using an egg-timer to take four-minute showers to improve and reduce energy consumption.



- Examples of research and knowledge transfer include: A Management Knowledge Transfer Partnership with social housing provider Cobalt includes the management of water and sanitation in deprived areas;
 - **Clean Water and Sanitation**
(<https://link.springer.com/referencework/10.1007/978-3-319-95846-0>)
 - **Affordable and Clean Energy**
(<https://link.springer.com/referencework/10.1007/978-3-319-95864-4>)

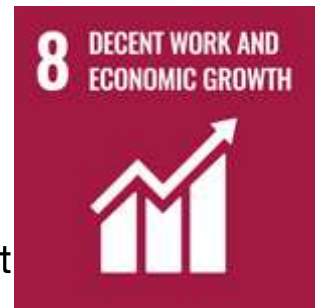


Example activities planned beyond the reporting period:

- Exploring connections with organisations in, and promoting action for, clean water and sanitation as well as affordable and clean energy at events held at Liverpool Business School.
- Continue building partnerships in the Liverpool City Region to promote clean sanitation through, e.g. existing Management Knowledge Transfer Partnerships such as Cobalt Housing, encouraging local tenants to have a voice in their infrastructure.

Decent Work and Economic Growth (SDG 8)

- Developed curricula: economic growth and employment within business marketing module; behavioural finance; ethical issues; employment relations mock tribunal in human resources.
- Digital networking with Northern Power Women as part of a module; students obtained employment within the network as the result, with some going on to present at conferences.
- Memorandum of Understanding with Baltic Creative CIC to create new employment opportunities.
- Ethical work education programmes for Liverpool University Hospital Foundation Trust.
- Using consultancy projects to identify value for students and Liverpool City Region.
- Human Resources professional student network shares good practice between students and professionals via website, events, and social media.
- Examples of research and knowledge transfer include: Management Transfer Partnership with social housing provider Cobalt to build economic growth and social value of wellbeing for communities; the collaborative British Academy “Empowering Ethnic Minority Youth in Vietnam to Re-Vision the Future of Decent Work” (“Re-WORK”) project concluded and policy briefs were published open access; research into working environments and employee engagement; research effect of minimum wage on wage gaps; toxic leadership;
 - **Decent Work and Economic Growth**
(<https://link.springer.com/referencework/10.1007/978-3-319-95867-5>)
 - **Policy Interventions for Minority Ethnic Young People and Decent Work** (<https://www.thebritishacademy.ac.uk/publications/policy-interventions-for-minority-ethnic-young-people-and-decent-work/>)
 - **Policy levers for empowering Decent Work**
(<https://www.thebritishacademy.ac.uk/publications/policy-levers-for-empowering-decent-work/>)



- Resilience and coping with a long-term crisis: the cases of Cypriot and Greek micro and small firms
(<https://www.emerald.com/insight/content/doi/10.1108/EBR-05-2021-0108/full/html>)
- The dark side of meaningful work-from-home: A nonlinear approach (<https://doi.org/10.1111/emre.12534>)
- The long road to adaptation: Micro and small hospitality firms after the GFC (<https://doi.org/10.1016/j.jjhm.2022.103203>)
- 'Lots of little jobs' – building local skills ecosystems for the precarious worker (https://www.cipd.co.uk/Images/local-skills-ecosystems-1_tcm18-96191.pdf)
- 'Working While Feeling Awful Is Normal': One Roma's Experience of Presenteeism (<https://doi.org/10.1177/0950017021998950>)
- Graduate outcomes and a spatial approach to decent work (<https://charteredabs.org/graduate-outcomes-and-a-spatial-approach-to-decent-work/>)
- Sustaining the critical in CHRD in higher education institutions: the impact of new public management and implications for HRD
(<https://doi.org/10.1080/13678868.2022.2121016>)

Example activities planned beyond the reporting period:

- Launching new Applied Entrepreneurship degree to support young entrepreneurs in the Liverpool City Region; the programme will also link businesses in the area to develop and deliver live projects.
- Researching job obsolescence due to automation and the differential impacts on ethnic groups.
- Researching the teaching of decent work through arts-based methods.

Spotlight: Liverpool Business Clinic

The Liverpool Business Clinic, which is part of the Liverpool Business School provides the opportunity for students to work on a wide range of live projects for organisations within the Liverpool City Region. Supported by both academic staff and practitioners, students work to develop value adding solutions that have real life impact. By demonstrating how theory can be put into practice in a supportive environment and by contributing to the local

economy students gain a clearer understanding of the economic and social contributions they can make professionally locally, regionally, nationally and internationally. They also get to reflect on the type of work they want to engage in as they develop as professionals.

Spotlight: HR Professional Student Network Group

Now in its tenth year, The HR Professional Student Network Group (PSNG) is a voluntary group that promotes and develops Human Resource (HR) professional networks between academics, practitioners and most importantly, students. Its aims are to find decent jobs for HR students, share knowledge and meet local community needs.

In May 2022 four HR students were employed by Amey (employer of 14,000 staff) after they advertised one position. Amey asked PSNG to recommend further students. The PSNG group used social media to advertise the position. Those that applied were offered targeted support with their CV and interview practice. Ultimately, Liverpool John Moores University recommended four students: one Level 5; one Level 6 HRM, and two full-time HRM Masters students and Amey offered all four students graduate positions, although they had little or no HR experience.

Orin McGann, who studied HRM and is one of the successful students, said: “The support I received came from the PSNG & my tutors. I was confident that if I needed help with my CV or preparing for interview that these services were easily accessible through the university.”

Industry, Innovation and Infrastructure, and Sustainable Cities and Communities (SDG 9 and 11)



- Sustainability pathway on the Business Management programme considered issues relevant to sustainable cities and communities.
 - New module on digital business and how it is transforming organisations.
-

- New module on innovative cultures and creative thinking in the workplace.
- Developed teaching in relation to contemporary issues, ethical behaviour and behavioural finance.
- 12-month Equality, Diversity and Inclusion programme of events covering 28,000 CIPD regional members.
- A new MBA Executive Leadership award was created for Master Smart Cities Solutions HFT Stuttgart.
- Active promotion and engagement in the Bulky Bob partnership to organise and facilitate the donation of reusable items to charities, community groups and schools.
- Examples of personal actions include: Advising local charities on structure and organisational development; using the bike from work scheme.
- Examples of research and knowledge exchange include: research on SMEs and the marketing of ecotourism; Management Knowledge Transfer Partnership with Cobalt Housing;

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



11 SUSTAINABLE CITIES AND COMMUNITIES



- **Industry, Innovation and Infrastructure**
(<https://link.springer.com/referencework/10.1007/978-3-319-95873-6>)
- **Sustainable Cities and Communities**
(<https://link.springer.com/referencework/10.1007/978-3-319-95717-3>)
- **An intelligent environmental plan for sustainable regionalisation policies: The case of Ukraine**
(<https://doi.org/10.1016/j.envsci.2020.03.010>)
- **Creative entrepreneurship, urban transformation and the (Baltic) triangle model**
(<https://www.emerald.com/insight/content/doi/10.1108/JRME-02-2021-0017/full/html>)
- **Essential ingredients for the implementation of Quality 4.0: A narrative review of literature and future directions for research**

<https://www.emerald.com/insight/content/doi/10.1108/TQM-12-2019-0275/full/html>

- [Development of a roadmap for Lean Six Sigma implementation and sustainability in a Scottish packing company.](https://www.emerald.com/insight/content/doi/10.1108/TQM-02-2020-0036/full/html)
<https://www.emerald.com/insight/content/doi/10.1108/TQM-02-2020-0036/full/html>
- [Integration of continuous improvement strategies with Industry 4.0: a systematic review and agenda for further research](https://www.emerald.com/insight/content/doi/10.1108/TQM-07-2020-0157/full/html)
<https://www.emerald.com/insight/content/doi/10.1108/TQM-07-2020-0157/full/html>
- [An integrated fuzzy sustainable supplier evaluation and selection framework for green supply chains in reverse logistics](https://doi.org/10.1007/s11356-021-14302-w)
<https://doi.org/10.1007/s11356-021-14302-w>
- [What features of green products packaging are more eye catching? An eye-tracking exploratory study about organic agricultural products](https://doi.org/10.1504/IJTMKT.2020.110124) (<https://doi.org/10.1504/IJTMKT.2020.110124>)
- [Fostering sustainability through technology-mediated interactions: Conviviality and reciprocity in the sharing economy.](https://www.emerald.com/insight/content/doi/10.1108/ITP-10-2018-0474/full/html)
<https://www.emerald.com/insight/content/doi/10.1108/ITP-10-2018-0474/full/html>
- [Sustainability strategy and blockchain-enabled life cycle assessment: a focus on materials industry](https://doi.org/10.1007/s10669-020-09761-4)
<https://doi.org/10.1007/s10669-020-09761-4>
- [The role of big data and predictive analytics in developing a resilient supply chain network in the South African mining industry against extreme weather events](https://www.sciencedirect.com/science/article/pii/S0925527322001347)
<https://www.sciencedirect.com/science/article/pii/S0925527322001347>
- [A framework for implementing a Supplier Kanban System through an action research methodology.](https://www.emerald.com/insight/content/doi/10.1108/BIJ-12-2020-0656/full/html)
<https://www.emerald.com/insight/content/doi/10.1108/BIJ-12-2020-0656/full/html>
- [Fostering innovation in the blue economy within the United Kingdom \(UK\): A stakeholders' perspective](https://doi.org/10.1016/j.ocecoaman.2022.106143)
<https://doi.org/10.1016/j.ocecoaman.2022.106143>

- Learnings from COVID-19 for managing humanitarian supply chains: systematic literature review and future research directions (<https://doi.org/10.1007/s10479-022-04753-w>)
- The Use of Technological Innovations in Promoting Effective Humanitarian Aid: A Systematic Review of the Literature (<https://www.igi-global.com/gateway/article/293204>)
- Effect of eco-innovation on green supply chain management, circular economy capability, and performance of small and medium enterprises (<https://doi.org/10.1016/j.jbusres.2021.12.011>)
- The Consistent Vehicle Routing Problem with heterogeneous fleet (<https://doi.org/10.1016/j.cor.2021.105644>)
- Artificial intelligence for supply chain resilience: learning from COVID-19 (<https://www.emerald.com/insight/content/doi/10.1108/IJLM-02-2021-0094/full/html>)
- How frugal innovation shape global sustainable supply chains during the pandemic crisis: lessons from the COVID-19 (<https://www.emerald.com/insight/content/doi/10.1108/SCM-02-2021-0071/full/html>)
- Thriving in the New Normal: The HR Microfoundations of Capabilities for Business Model Innovation. An Integrated Literature Review (<https://doi.org/10.1111/joms.12564>)

Example activities planned beyond the reporting period:

- Embedding more real-life innovation and infrastructure problems to be addressed in the Business Clinic and project consultancy modules e.g. how to implement a green and sustainable approach to HR.
- Redesigning the MBA programme to embed sustainability (including sustainable cities and communities) as a key thread running through the modules.
- Researching how the social network of directors in the construction sector could potentially help to improve the environmental profile of companies (linked to Circle Programme for Circle Healthcare Group).
- Researching smart transport and how big data could lead to a sustainable solution.

Spotlight: Management Knowledge Transfer Partnership - Enbarr Enterprises

A team at Liverpool Business School started a new Management Knowledge Transfer Partnership with the Enbarr group of companies (Enbarr Enterprises and the Enbarr Foundation) in North Wales. Enbarr has grown significantly in the last few years, tackling multiple indices of deprivation in the local area. The partnership will develop management capacity and expertise at Enbarr through new management structures and tools to deal with current operational demands and future growth ambitions. As a result, the partnership will deliver management innovation for social and economic rejuvenation in the area.

Responsible Consumption and Production, and Climate Action (SDG 12 and 13)

- New curricula: sustainable accounting and ethical behaviour, externalities and the knock-on effects of consumption and production, consumer behaviour focusing on responsible consumption, business and economy to focus on resource scarcity.
- Climate change is explicitly built into modules such as Business and Economy (Level 4), Consumer Behaviour (Level 5) and Environmental Management (Level 6), but also covered in modules such as crisis management and environmental economics that focus on market solutions.
- Student group activity builds knowledge, skills and application around carbon footprint reductions.
- Plants were distributed to staff offices to promote nature in working spaces.



- Examples of personal actions include: moved to a vegetarian diet; having more plants in the house; recycling clothes; purchased hybrid car via Liverpool John Moores University car scheme; not printing materials at home or work; member of climate change committee at the university; compost and water butt in the garden; moved to more plant based and vegetarian/vegan diets; reduced food waste by buying Oddbox produce which redistributes farm foods going to land waste; growing own vegetables.
- Examples of research include: Digital and climate change skills; challenges with universities incorporating climate change; second-hand online shopping and sustainable consumption behaviour;
 - Responsible Consumption and Production
(<https://link.springer.com/referencework/10.1007/978-3-319-95726-5>)
 - Climate Action
(<https://link.springer.com/referencework/10.1007/978-3-319-95885-9>)
 - Deploying artificial intelligence for climate change adaptation
(<https://doi.org/10.1016/j.techfore.2022.121662>)
 - Examining the role of soft dimensions on the implementation of ISO 14000 environmental management systems: a graph-theoretic approach (<https://doi.org/10.1007/s10479-022-04898-8>)
 - A multi-period closed-loop supply chain network design with circular route planning. (<https://doi.org/10.1007/s10479-022-04848-4>)
 - Impact analysis of climate change on rail systems for adaptation planning: A UK case (<https://doi.org/10.1016/j.trd.2020.102324>)
 - Climate change research on transportation systems: Climate risks, adaptation and planning. (<https://doi.org/10.1016/j.trd.2020.102553>)
 - Overtourism Dystopias and Socialist Utopias: Towards an Urban Armature for Dubrovnik
(<https://doi.org/10.1080/21568316.2019.1569123>)
 - Recognising Waste in Higher Education Institutions Using Lean Thinking. (https://doi.org/10.1142/9781786348500_0002)
 - Sustainable wine tourism development through the lens of dynamic capabilities and entrepreneurial action: an exploratory four-region

- perspective (<https://doi.org/10.1080/02508281.2020.1745000>)
- Adoption of social sustainability practices in an emerging economy: Insights from Vietnamese handicraft organizations (<https://doi.org/10.1016/j.spc.2021.07.034>)
- Key Green Performance Indicators (KGPIs) for vehicle cleanliness evaluation: A buyer choice (<https://doi.org/10.1016/j.trd.2020.102505>)
- A European household waste management approach: Intelligently clean Ukraine (<https://doi.org/10.1016/j.jenvman.2021.113015>)
- Procuring Socially Responsible Services Within Sustainability-Driven Thessaloniki (https://doi.org/10.1007/978-3-030-81663-6_10)

Example activities planned beyond the reporting period:

- Redesigning MBA to embed climate change and action throughout.
- Integrating the principles for responsible production processes into retail management assignments.
- Further embedding of ethical behaviour with greater emphasis on sustainability across all modules in accounting and finance.

Spotlight: UN Decade of Action

The UN Decade of Action necessitates an acceleration of sustainable solutions to address climate change challenges. New research was presented at the PRME UK&I conference aimed to determine why there is a gap between university ambitions to teach climate change education and outcomes. A new matrix emerged that conceptualized the influences of organisational values, organisational culture, personal values and positionality-identity. It concluded that to improve action on climate change education the addition of an objective in Personal Development Reviews is one possible solution.

Life Below Water, and Life on Land (SDG 14 and 15)



- Student visits to discuss Liverpool Waters and Wirral Waters in the context of the UN SDGs.
- Established new research project to explore human connection to water and land.
- Examples of personal actions include: Participated in events at the National Oceanography Centre, Liverpool; membership of the National Trust.
- Examples of research and projects include: Collaborative project with Stockholm University to develop education for sustainable development with water, rivers, and life on land;



- **Life Below Water**
(<https://link.springer.com/referencework/10.1007/978-3-319-98536-7>)

- **Life on Land**
(<https://link.springer.com/referencework/10.1007/978-3-319-95981-8>)



- **Port vulnerability assessment from a supply Chain perspective** (<https://doi.org/10.1016/j.ocecoaman.2021.105851>)

- **Safety evaluation of the ports along the Maritime Silk Road** (<https://doi.org/10.1080/03088839.2021.1903598>)

- **Climate Change Risk Indicators (CCRI) for seaports in the United Kingdom** (<https://doi.org/10.1016/j.ocecoaman.2021.105580>)

- **New uncertainty modelling for cargo stowage plans of general cargo ships** (<https://doi.org/10.1016/j.tre.2020.102151>)

- **An advanced climate resilience indicator framework for airports: A UK case study** (<https://doi.org/10.1016/j.trd.2021.103099>)

Example activities planned beyond the reporting period:

- Researching food waste at universities.
- Researching waste and experiential pedagogy that increases awareness of product packaging and design as part of the circular-economy approach.
- Exploring connections in these industries to raise awareness of key issues in events and on campus.

Spotlight

Research with Stockholm University, funded by the Swedish Research Council, was initiated with Nordic and Scandinavian universities to develop environmental education linking to water and land. Teaching approaches which involved being near and exploring human connection to water were examined with reference to drama and performance research, with a view to test new approaches over the next year in different disciplinary contexts (including for example business, environmental sciences, politics, arts, and education). Initial works have already been published to highlight to transformational power of arts-based methods for deep learning and change.

Peace and Justice (SDG 16)

- Developed the Accounting Clinics to provide independent advice for charities and social organisations (alongside the Legal Advice Clinics which is one of the largest in Europe).
- Developed curricula around employment relations and mock tribunals.
- Provision of leadership development to anchor organisations (police, local authority, health) which contributes to wider positive institutional culture.
- A digital campaign is run by students aiming to reduce domestic violence.
- Examples of personal actions include: Non-executive director on board of St Helens and Knowsley Teaching Hospitals; member of fairness and social justice board; member of Employment Tribunal Service; member of Merseyside Police LGBTQ and Advisory Committee; campaigning to keep local library open; campaigning for safer roads with Road Peace.
- Examples of research include:
 - **Peace, Justice and Strong Institutions**
(<https://link.springer.com/referencework/10.1007/978-3-319-95960->



3)

- Geo-political complexities of governmentality and Balkanism: Deconstructing UNESCO World Intangible Cultural Heritage discourses (<https://doi.org/10.1016/j.polgeo.2021.102578>)
- Food prices: how countries are using the global crisis to gain geopolitical power (<https://theconversation.com/food-prices-how-countries-are-using-the-global-crisis-to-gain-geopolitical-power-184598>)
- The significance of grassroots and inclusive innovation in harnessing social entrepreneurship and urban regeneration (<https://www.emerald.com/insight/content/doi/10.1108/EBR-05-2019-0102/full/html>)
- The role of board in corporate social responsibility: a normative compliance perspective (<https://doi.org/10.22495/cocv17i4art13>)
- Is the Bandwagon Bias Effect Theory Driving Institutional Investors Impact on Corporate Social Responsibility (CSR) Practices? (<https://doi.org/10.33423/jmpp.v21i2.2925>)

Example activities planned beyond the reporting period:

- Researching ‘Refugees at Sea’ with various other universities.
- Researching a voluntary organisation that monitors the human rights of people crossing the English Channel to seek asylum in the UK.
- Researching the legal aspects of financial inclusion for various groups in society.

Partnerships for the Goals (SDG 17)

- Founded and hosted the inaugural Global Symposia for Social Value in 2022 with delegates from 12 countries, to promote social value and impact across the regions; more than 8 international bodies collaborated to host the event.



- Created British Academy Policy Briefs related to the large scale “Empowering Ethnic Minority Youth in Vietnam to Re-Vision the Future of Decent Work” (“Re-WORK”).
- Active mobility partnerships globally including with Aristotle University in Greece on ecotourism, green entrepreneurship, and domestic violence projects.
- Achieved Social Value UK pioneer status.
- Examples of personal actions include: contributing to UK for Good meetings.
- Examples of research include:
 - Partnerships for the Goals
(<https://link.springer.com/referencework/10.1007/978-3-319-95963-4>)
 - Relevance of International Partnerships in the Implementation of the UN Sustainable Development Goals
(<https://doi.org/10.1038/s41467-022-28230-x>)
 - “It’s in our DNA”: perspectives on co-producing services in the UK voluntary sector
(<https://doi.org/10.1332/204080520X16075029928019>)
 - Coopetition in temporary contexts: examining swift trust and swift distrust in humanitarian operations
(<https://www.emerald.com/insight/content/doi/10.1108/IJOPM-12-2019-0800/full/html>)
 - The stakeholder challenge: dealing with challenging situations involving stakeholders
(<https://doi.org/10.1080/09537287.2020.1776907>)
 - Inclusive Policy-Working with Minority Ethnic Young People for Decent Work
(<https://www.thebritishacademy.ac.uk/publications/inclusive-policy-working-with-minority-ethnic-young-people-for-decent-work/>)
 - International Policy and Practice Guidance for Embedding Social Value Methodologies within Universities and Business Schools
([/about-us/news/articles/2022/7/21/global-symposium-explores-how-universities-and-business-schools-can-maximise-social-value](https://www.thebritishacademy.ac.uk/about-us/news/articles/2022/7/21/global-symposium-explores-how-universities-and-business-schools-can-maximise-social-value))
 - Adapting co-creation to improve inclusion
(<https://charteredabs.org/adapting-co-creation-for-inclusion->

around-business-schools/)

- Designing successful business strategies for private public partnerships: an ontological approach
(<https://www.emerald.com/insight/content/doi/10.1108/K-12-2020-0839/full/html>)

Example activities planned beyond the reporting period:

- Developing international guidance for social value in higher education and business schools.
- Evaluate the stakeholder value of business clinics to help further deepen impact in the region.
- Creating and supporting National Roma Network for UK migrant Roma.

Spotlight: Liverpool Roma Employability Network

Set up in 2016, Liverpool Roma Employability Network (LREN) is a partnership between Liverpool John Moores University and local Roma under the guidance of a community group embedded in the heart of the Roma Community, Granby Toxteth Development Trust. The project brings together local community groups, employers, Roma, academics and NGOs under a single umbrella to raise awareness of the Roma community in Liverpool, enhance the public perception of this relatively new migrant group and ultimately to boost Roma employability across the city.

Spotlight: British Academy - Decent Work in Vietnam

A British Academy project which examined the influences on students and recent graduates in accessing Decent Work in Vietnam. The project focused on establishing and delivering new collaborative partnerships between young people, employers, decision makers and policy makers in government, and NGOs. The research discovered a spatial approach to Decent Work, where local factors can be leveraged to improve Decent Work outcomes to alleviate marginalisation at the local level. Out of the policy initiatives used in Vietnam, vocationally oriented education seemed to be the strongest predictor of Decent Work for students and young people.

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Next steps - Priorities for deepening and broadening

We identified that our priorities for development involve consolidating some areas, promoting some SDGs which are not typically present in our work, and influencing wider strategy within the institution. Our final goal is about embedding PRME into our strategic management practices.

1. In translating the new Liverpool John Moores University's Learning & Teaching Strategy into programmes, Liverpool Business School will integrate competences from the EU GreenComp framework (or institutional equivalent determined by Liverpool John Moores University) in ways which are meaningful to our programme teams.
2. To develop practices to enable stakeholder voice in helping assess Liverpool Business Schools impact and progress (e.g. building on Global Symposia in 2022).

3. To invite organisations in clean water and sanitation / affordable and clean energy sectors for business clinic and consultancy projects (for educational and impact purposes).
4. To consolidate different EDI development strands to share and strengthen practices.
5. To align with the new Liverpool John Moores University Learning & Teaching Strategy and civic mission, Liverpool Business School will explore how life below water and life on land can be promoted across each programme area [in collaboration with other faculties and stakeholders].
6. To influence Liverpool John Moores University policy and practice so that all of Liverpool Business School staff and students can live out and promote the SDGs as well as the competences we choose (see earlier goals). Liverpool Business School influence at the Climate Change Institute will be critical.

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