

Kingston
Business
School



institute for
small business
and entrepreneurship



PRME Principles for Responsible
Management Education

Sharing Information on Progress Report

June 2021

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Letter from Professor Jill Schofield

Dean, Faculty of Business and Social Sciences
Pro-Vice Chancellor, Kingston University



Dear Colleagues,

Focused on excellence in learning, teaching and research, Kingston Business School is innovative, international, and culturally diverse. We offer a full service of Higher Education, covering Bachelors, Masters and Doctoral Education, as well as short courses and bespoke Executive Education. Our programmes are internationally renowned and accredited by the Association to Advance Collegiate Schools of Business (AACSB), the Association of MBAs (AMBA), the European Foundation for Management Development (EFMD), as well as many professional bodies. With emphasis on creativity and innovation, Kingston University has been rated amongst the top two most successful UK Higher Education institutions for graduate start-up companies (Higher Education – Business and Community Interaction Survey).

In alignment with business needs and stakeholders' expectations, Kingston Business School proudly became a signatory of the UN Principles for Responsible Management Education (PRME) in 2015. The PRME initiative provides an engagement structure for academic institutions to advance social responsibility through incorporating universal values into curricula and research. The implementation of the PRME Principles in our Business School has benefitted from our ongoing commitment to the Ten Principles of the United Nations Global Compact for more than a decade. Being part of the PRME network has supported us to further embed Responsible Management Education in everything we do. As we detail in this report, significant progress has been achieved in the last two years and we remain committed to foster PRME in our Business School. As part of the wider Kingston University, we are influenced by and have an influence on many of the practices at University level as well as the local community and we have highlighted these activities in this report where appropriate.

Kingston University has been named one of the top 40 institutions in the country in the newly released Guardian University Guide league tables for 2021. The University has jumped eight places to be ranked 40 out of 121 institutions featured in the national newspaper's annual listings.

Its continued improvement in the rankings follows a rise of 10 places in last year's Guardian tables, which saw it propelled into the listing of the top 50 institutions in the United Kingdom, up 23 places on the previous year.

Vice-Chancellor Professor Steven Spier said being rated one of the country's top 40 universities in the Guardian tables demonstrated the University's commitment to providing students with a rich, well rounded teaching and learning environment. "Our students quite rightly look to us to support them to grow into knowledgeable, confident and sought after graduates ready to make a real difference in society," he said. "Despite the added challenges faced right across the sector as a result of the coronavirus pandemic, this outcome signifies the value of the work we do as a university community to boost our students' education and life opportunities."

From research to business and community support, Kingston University staff and students are making vital contributions to the fight against COVID-19 - advancing knowledge in areas including health and social care, social and economic regeneration as well as exploring the impact of the virus on our behaviours, well-being, and creativity.

The University has strong partnerships with a range of public bodies, community organisations and businesses across the borough, including Kingston Council and the Kingston Chamber of Commerce. We are committed to working together with our partners to reduce the impact of coronavirus across our communities and provide support planning for the future.

Working in partnership with two local Primary Care Networks, South West London CCG and Kingston Council, the University has now opened a 10-station vaccination site at its Penrhyn Road campus, after helping support the initial roll-out of vaccinations in December.

Our innovative projects include research studies, student hackathons to support business recovery, and the production of personal protective equipment (PPE) for frontline workers. Our expertise encompasses health, social care, education, science, and technology, building and the environment, business, economics, psychology, social policy, law, and the creative industries.

Kingston Business School is dedicated to student achievement, engaging, and interacting with practice and pursuing world-class research. The alignment with the Principles of PRME has strengthened the support provided to students to enhance their ability to act on sustainable development issues, contributing to further embedding sustainability and ethics in the business world and in the global dialogue.

This report communicates our progress on the implementation of the six Principles of PRME at our Business School. We hope you enjoy reading this report and ultimately, that our initiatives also inspire other institutions worldwide to foster Responsible Management Education.

Professor Jill Schofield

Dean, Faculty of Business and Social Sciences
Pro-Vice Chancellor, Kingston University

Kingston University

Key facts and figures:

- 18,949 students in total (as of 1 December 2020), including the following total numbers for Kingston Business School:
 - Full-time degree students: 2587
 - Part-time degree students: 533
- 4,995 non-UK students from more than 140 countries, ranging from Afghanistan to Zimbabwe (as of 1 December 2020),
- Over 1,912 staff from a wide range of backgrounds (for the Business School, just below 100 faculty and 38 support staff, of faculty 64 per cent are from non-UK backgrounds)
- 4 faculties divided into schools
- 4 campuses in and around Kingston upon Thames, in Greater London
- 3,000 student-facing PCs across 4 campuses
- Almost 330,000 print books, plus 275,000 eBooks available for students based at Kingston Hill campus
- More than 78,000 journals available online
- 16,000 DVDs, CDs, and vinyl
- 216 laptops for loan to students
- 15-year anniversary of KU Cares, our award winning, comprehensive package of support for care leavers, estranged students, young adult carers and sanctuary scholars at Kingston University.
- Full range of policies linked to sustainability and ethical behaviour including Modern Slavery, Equality, Diversity & Inclusion, and Procurement.
- All campus developments, including the Business School building completed in 2012 and the new Town House opened its doors to students, staff, and the wider community in January 2020, are built with sustainability in mind.

History

Kingston University has roots going back more than 100 years. Key landmarks in our history include:

1899	Kingston Technical Institute opens, offering courses ranging from Chemistry, Electric Wiring and Building Construction to Nursing, Dressmaking and Clay Modelling
1917	Gipsy Hill College for teacher training opens
1926	The Board of Education formally recognises the Institute as a Technical College
1930	The Kingston School of Art separates from the Technical College (moving to Knights Park in 1939 and becoming a College of Art in 1945)
1940s	Kingston University started offering Business courses
1946	Gipsy Hill College moves to Kingston Hill
1951	The first Penryhn Road campus buildings open (housing 955 fulltime students; 2,259 part-time students and 2,629 evening students by 1963)
1953	The Technical College opens its first library (with lending services starting in 1954)
1957	The Ministry of Education recognises Kingston as a Regional College of Technology
1963	Gipsy Hill College gains College of Education status
1965	The College of Technology establishes its own orchestra
1966	The College of Technology purchases its first computer, costing £50,000
1970	The College of Technology and the College of Art merge to form Kingston Polytechnic, offering 34 major courses, 17 of which at degree level
1975	Gipsy Hill College merges with Kingston Polytechnic
1992	Kingston Polytechnic becomes Kingston University The University obtains the degree-awarding powers for the Business courses offered by Kingston Business School
1993	Roehampton Vale campus building opens
1995	The University acquires Dorich House
1999	The University celebrates its centenary
2012	The new £26million Business School building is opened
2015	Kingston Business School becomes a signatory of PRME

History (continued)

- 2017 Construction of the new Town House, at Penrhyn Road campus, begins.
- 2017 Kingston University wins Guardian University Award for teaching excellence, receiving specific praise for the inclusivity and accessibility of its courses
- 2018 Launch of our new Corporate Plan with its vision, mission and aims
- Kingston Business School and the Faculty of Arts and Social Sciences combined to form a new Faculty of Business and Social Sciences
- The University rises seven places in the Complete University Guide league tables
- The Times and Sunday Times Good University Guide league table for 2019, launched in Sept 2018, also showed Kingston rising seven places. In the guide's first ever social inclusion ranking, Kingston was placed at 18 in the country and was commended for the award-winning work on supporting students from black and minority ethnic backgrounds
- 2019 The University climbed 23 places in the 2019 Guardian University Guide league tables, coming in at joint 58th position, and is placed among the top 10 London institutions
- 2020 The University's new landmark Town House building, at Penrhyn Road campus, opened in early 2020. It provides performance, learning, exhibition, and community spaces. The Town House also houses a 24-hour library with more than 1,000 study spaces.
- Kingston School of Art's Mill Street Building has re-opened following a transformation of studios and workshop spaces. The £29 million regeneration has produced state of the art facilities while maintaining the unique creative atmosphere on campus.
- The University climbed 10 places in the 2020 Guardian University Guide league tables, coming into the listing of the top 50 institutions in the United Kingdom.
- 2021 Kingston University has been named one of the top 40 institutions in the country in the Guardian University Guide league tables for 2021. The University has jumped eight places to be ranked 40 out of 121 institutions featured in the national newspaper's annual listings.
- Kingston University's commitment to gender equality and inclusivity has been recognised with two further Athena SWAN bronze department awards. The awards were presented to the School of Law, Social and Behavioural Sciences, and for a second submission encompassing a range health and social care schools and departments, including the School of Nursing, the Department of Social Work and Social Care and the Department of Midwifery, the Centre for Allied Health, as well as the Centre for Health and Social Care Research and the Centre for Public Engagement. The bronze awards will run until 2026.

The University is proud of its past as a polytechnic, from which enduring commitments to widening participation and vocational and professional preparation are derived. It is ambitious for its future as a university with growing research reputation and international presence, providing leadership for sustainability, regionally and nationally.

Kingston University

Vision, Mission and Aims

The University has a proud heritage of educating people and advancing knowledge, making a difference to the world around us, having impact. We will build on this heritage through our commitment to high academic achievement, to supporting an inclusive learning and innovating community, and through a balance of scholarship, research, and professional practice.

Developed and refined following extensive consultation with the governing body, staff, student community and external stakeholders, our KU22+ Strategic Plan provides a strategic framework and strong focus for taking the University forward, clearly articulating its values. Positioning students' learning and campus experience firmly at the heart of everything it does, it also redefines the University's strong commitment to contributing to society and the economy through its academic expertise, research, and innovation. Equipping its graduates with the energy, knowledge, and confidence to make a noticeable difference in the world around them is also a core principle.

Launched in 2021, our KU22+ Strategic Plan sets out our overarching goals and character through vision and mission statements and our aims for students, staff, and the local and global community.

Our vision

Our students will be sought after for their academic achievements, and their ability to shape society and contribute to the economy.

Our mission

To enhance students' life chances through inspiring learning, advancing knowledge, innovating professional practice and engaging with society.

Priorities for 2022/23

Developing sought-after students

We aim to capitalise on our broad range of subject areas and diverse community to help individuals prosper.

To achieve our aim, we will:

- improve career prospects through curricular and other means.
- provide an inclusive and supportive student experience.
- foster personal development and social acumen.
- complement the benefits of our physical infrastructure with digital capabilities to support our educational delivery.

Advancing knowledge and impacting society

We aim to advance our subject areas and increase our societal influence and impact.

To achieve our aim, we will:

- improve the quality and quantity of our research and knowledge exchange.
- demonstrate our desirability to business and other potential partners.
- provide opportunities for skills development locally and regionally.
- support excellence across the breadth of our five academic domains.

Increasing and diversifying income

We aim to generate sufficient income to invest in our ambitions.

To achieve our aim, we will:

- mitigate risk in a volatile market and policy environment by sustaining a broad range of subject areas and leveraging commercial opportunities.
- increase income while reducing the cost to income ratio.
- expand our international presence and reputation.
- leverage our alumni network and other supporters.

Working in a diverse and vibrant learning community

We aim to build a Kingston community.

To achieve our aim, we will:

- develop an inclusive and diverse environment to support our students and staff.
- deliver our professional support services more efficiently and effectively.
- attract, develop, and retain high capability staff and reward exemplary performance at all levels.
- develop the physical and digital infrastructure to support efficiency, collaboration, and encounter.

Our students:

- will study a curriculum that equips them with the academic, social, and personal skills to prosper in global and diverse environments.
- will value their own diversity of backgrounds, identities, and experiences.
- will learn in an environment of encouragement and support.
- will be part of a physical and virtual campus community.
- will have varied and extensive opportunities to enhance their practical and professional skills.

Our staff:

- will engage with the latest scholarship, research, and professional practice to deliver the best possible teaching, curriculum, and student experience.
- will produce research that has impact and contributes to a vibrant learning culture.
- will have a commitment to inclusive higher education and to helping develop social capital.
- will have a diversity of backgrounds and identities.
- will be supported in developing their skills and abilities.

Our local and global community:

- will seek our research and expertise for its impact on culture, society, and industry.
- will seek our students and graduates as employees, partners, and providers of services.
- will benefit from our commitment to sustainability and support for local and regional communities and groups.

Kingston University is special. We are passionate about the power of a university education to transform lives and believe strongly in students putting their academic study into practice – ‘learning through doing’.

We are committed to opening Higher Education up to the whole community; indeed, it is an essential part of our ethos. Nearly 60 per cent of our students come from homes where they are the first generation to attend a University; more than 50 per cent from black and minority ethnic backgrounds; many commute from home, and many work to support their studies at Kingston University.

We open up choices, offering students a diverse range of undergraduate and postgraduate programmes, helping them into their careers, to develop their potential and achieve their ambitions. We are equally committed to the development of our staff’s potential, for the benefit of our students and ourselves.

In order to achieve our vision, we recognise the importance of local and global relevance in the courses we offer, the research we undertake and the relationships we build with businesses and local and regional communities.

In 2018, Kingston Business School (KBS) joined with the School of Law, Social and Behavioural Sciences to create the Faculty of Business and Social Sciences, which is one of four Faculties across the University (*Figure 1*). The reconfiguration strengthened our School's teaching and research portfolio by developing dialogue and linkage between its subject areas such as psychology, law and economics. The School is aligned to the university with the KU22+ Strategic Plan, developing and implementing yearly operational plans to deliver KPIs.

Organogram of the Business School

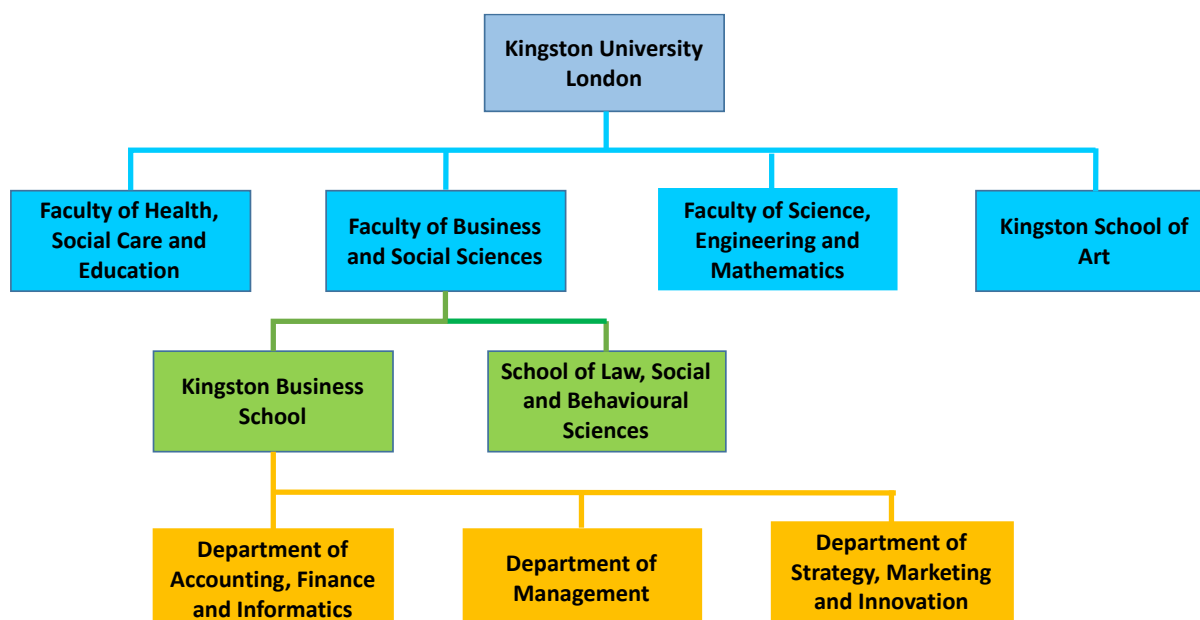


Figure 1.

KBS is located on the Kingston Hill campus and comprises of three departments and one university Research Centre, Small Business Research Centre. KBS offers a wide range of courses at undergraduate, postgraduate and doctorate levels, and each department contributes to specialist and general business courses. In addition, teams collaborate with colleagues across the university to build and deliver multi-disciplinary modules and courses; for example, an MA Art Business with Kingston School of Art; Senior Leader Degree Apprenticeship with the School of Nursing and MBA (Data Science) with School of Computing. The School has several collaborative partnerships across the globe, which are detailed later in the report.

KBS believes that professional success is shaped by developing personal capacity and vocationally relevant skills, as well as the academic framework of subject specific knowledge. Through industry facing, employer engaged and research-informed courses, academic teams work alongside students to help them meet personal goals and career ambitions.

The Research Vision of the School works collaboratively and openly to contribute tangible value to people's lives, business practices, society and the environment through impactful research. The School's research strategy focuses on building communities of practice and external influence around areas of thematic excellence:

- Sustainable innovation and entrepreneurship.
- New forms of organising and ways of working.
- Strategic foresight and creativity.
- Capital markets, corporate governance and risk
- Customer insight.

The COVID-19 response

Student life may feel a little different at the moment, but we have been working hard to ensure our students receive the excellent education and fulfilling student experience we are proud to provide at Kingston University.

We have put plenty of measures in place to make our campuses as safe as possible. These include increased cleaning routines and a number of hand sanitising stations in our buildings, while we have also installed protective screens and clear one-way systems with appropriate social distancing signage across all our sites.

Face coverings must be worn in all campus buildings and staff and students are asked to keep a distance of at least one metre, preferably two, at all times when on site.

As changing government restrictions are introduced, we remain committed to ensuring our students continue to receive a high-quality education while keeping staff and students as safe as possible.

We are all focused on making sure students have access to a safe campus and receive an excellent education and a fulfilling university experience.

As the public health situation around COVID-19 continues, and the guidance we need to follow is adapted, we are sure students can still have a great experience with us.

The *NHS Test and Trace system* is being used to manage any cases of COVID-19 on our campuses, supported by the University.

Teaching and Learning

In all our activities, the health and wellbeing of our community is paramount, as we consider individual circumstances alongside the need to ensure students receive an excellent education and a fulfilling experience.

Principles for returning to Campus

When we entered this global pandemic last year, we set out principles for our approach to supporting our Kingston community, which prioritised health and wellbeing alongside meeting student expectations of a comparable learning experience, high-quality engagement, and personalised support. These principles have been applied consistently throughout the last year when planning and delivering our teaching and support, and will continue to guide our plans while we navigate the eased restrictions and return to some on-campus activity:

1. The health and safety of our community is paramount, and we will follow government advice where available and timely, and act in consultation with UA, UUK and sector and professional bodies where it is not.
2. We will continue to place the wellbeing of our community at the centre of our proposals and take account of what our students and staff are allowed to do, able to do, and within reason are willing to do through engaging with them.
3. We will meet governmental and Office for Students expectations to provide a comparable learning experience.
4. We will meet student expectations to provide a comparable learning experience by:
5. Systematic student involvement down to course level in scenario planning and through feedback throughout the year.
6. Providing students with high quality engagement and personalised support.

7. We will balance devolved participation in decision-making with University-wide coordination, comparability, and consistency.
8. We will provide solutions that are flexible and fluid to allow moving from one scenario of opening and delivery to another as circumstances demand.
9. We will manage risks from a student, staff, and local community perspective.
10. We will develop plans that could be extended for a second year.

Equity of access to teaching and learning

While physical distancing measures remain in place, students receive their learning and teaching via a blend of on-campus and on-line activities. If their circumstances prevent them from attending the on-campus sessions, they will still be able to engage with their course in a way that allows them to progress.

Where this is not possible, support will be available to help students consider what options are open to them.

The University has launched a Digital Support Scheme for eligible students with a low household income, who may not have access to an appropriate device at home. Eligible students will be provided with a laptop on a long-term loan basis for the duration of their course. In addition, PCs are available for use in the library on each campus.

In order to accommodate the extraordinary circumstances in which students are required to prepare for their assessments and exams, the University enacted Transitional Arrangements in 2020 to provide additional flexibility for our students during the current disruption, whilst ensuring that academic standards and professional requirements continue to be met. These regulations were extended in January until 2 April 2021, following the announcement of a national lockdown.

The University also extended the waiving of evidence for mitigation and the Principle for No Disadvantage - which allows students to claim retrospective mitigating circumstances - until Friday 23 July 2021.

Placements

For students due to be on placements, these may continue if the host organisation has COVID-secure measures in place and has confirmed that they are content for placements to continue. All placements are subject to faculty checks and agreement.

Placements overseas

Study Abroad programmes for incoming and outgoing students will remain postponed in until June 2021. Placements in overseas locations can be considered for students already in the host country although there should be no travel between countries to take up placements. All placements are subject to faculty checks and agreement.

Events

In light of the COVID-19 pandemic, the world of events took a momentary standstill as lockdown loomed and gatherings were banned. Because of this, new ways of hosting events and engaging with audiences had to be found. Luckily, in this age of technology, many avenues were open to us, including podcasts, webinars, and interactive Zoom meetings. We were quick to respond to change and it has been a wonderful opportunity to engage differently and positively with a broader audience, who are able to virtually attend uncurbed by distance or finances. When lockdown ceases, these

technological advances will almost certainly remain in place allowing all our events to become worldwide and open to all.

The Faculty also held online events directly responding to the pandemic. 'Surviving the COVID-19 crisis by optimising your customer experience through Agile and Digital Transformation' considered the ways of harnessing digital transformation and AGILE practices to help SMEs weather the current COVID storm and thrive long after the threat has passed. 'On building organisational resilience in COVID-19 times' explored the notions of business resilience and business agility and their role in enabling organisations to adapt quickly to market changes, respond rapidly and flexibly to customer demands, and continuously innovate by embracing and leveraging change.

PRME Principles

As a PRME signatory, Kingston Business School is committed to progress in the implementation, within our institution, of the following Principles:

- Principle 1: Purpose
- Principle 2: Values
- Principle 3: Method
- Principle 4: Research
- Principle 5: Partnership
- Principle 6: Dialogue.

This report communicates our progress to our stakeholders, focusing on the last 24 months, and intends to exchange effective practices related to these principles with other academic institutions.

The Six PRME Principles and our related practices and initiatives will be detailed in the next sections; they are grouped under the PRME Principle that is predominant, although several examples illustrate the implementation of more than one Principle. Emphasis has been given to the sections on Principles 3 and 4, as they cover the learning and teaching, and the research that academics are doing in our Business School.

PRME Principle 1: Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

In alignment with PRME first principle, Kingston University's vision summarises that 'our students will be sought after for their academic achievements and their ability to shape society and contribute to the economy'. In this section, we detail our University approach to equality, diversity and inclusion, sustainability, and employability and entrepreneurship, all of which extends to all our faculties and schools, including Kingston Business School.

At Kingston Business School, there is a dedicated budget for PRME-related initiatives, which is an integral part of the financial resources allocated to Responsible Management Education. Discussion on how we develop students' capabilities to work for a sustainable global economy at Kingston Business School is available in PRME Principle 3: Method section.

Equality, Diversity and Inclusion

Kingston University is committed to equality, diversity and inclusion and it remains a key tenet of an institution-wide approach to improving outcomes for students from all backgrounds.

Professor Fatima Annan-Diab is a member of the working group for the Chartered Association of Business Schools (CABS). The Race Equality Working Group is set up under and reports to CABS Equity Diversity and Inclusion Committee. The purpose of the Race Equality working group is to discuss, find solutions and propose actions for issues around race equality with regards to business schools in the UK.

We are proud to have a 'widening participation' agenda, particularly at undergraduate level, where we welcome students meeting the quality assured entry criteria, but who may come from non-traditional backgrounds for university education, for example, may be first to university in their family, or may have caring responsibilities. We support our students to achieve their best work, and analytics on degree attainment for our BAME ('Black, Asian and Minority Ethnic') student population demonstrate alignment with our vision to facilitate life-changing opportunity and create the best possible environment for students from various ethnic backgrounds. This is reflected in the 'value added' we provide, based on entry tariffs, the associated (assumed) level of degree classification and the actual degree classification outcome (award classifications are defined and controlled under the UK Quality Assurance Agency system, including the external examiner overview, and so cannot be falsely weighted).

Kingston University celebrated 15 years of KU Cares in 2021. KU Cares is a pioneering scheme run by Kingston University that supports young people from marginalised groups to have equal opportunities in Higher Education.

KU Cares was originally launched to assist young people going to university from care and, over the years, has expanded to include students estranged from their parents and families, young adult carers and sanctuary scholars with refugee or asylum seeker status.

Since its inception in 2006, the programme has helped hundreds of young people from extremely challenging circumstances reach and succeed at university. It has been recognised for its sector-leading work. In its first year it supported one student, growing to now have 260 students by 2021.

Kingston University's Head of Access, Participation and Inclusion, Jenni Woods, said KU Cares provided a vital boost for young people facing multiple challenges. 'Care leavers and estranged students are less likely to have established support networks and are more susceptible to financial hardship and other challenges due to their experiences and circumstances. Yet care leavers are among our most determined and driven students. Investing in these students shows that, with the right support, any student can reach their academic potential.'

Elevate Programme

ELEVATE is an accelerator programme launched by the Careers and Employability Service at Kingston University in the autumn of 2020. The programme is designed to help provide Black (home) students with the support, guidance and tools to aim high and achieve their full potential.

As part of the programme, entrepreneurial students pitched a range of innovative business ideas at an inaugural 'side-hustle' showcase. From a virtual quiz themed around black history to a film project shining a light on the experiences of people living in Ghana and a sustainable recycling initiative, the competition finalists pitched their ideas to a judging panel in a bid to win the top prize of £2,000 towards setting up a new company. Due to COVID restrictions all pitches were submitted virtually via short videos.

Three students made it to the final, with their business ideas competing for the grand prize of £2,000, with awards of £1,000 and £500 for the two runners up. All finalists also won places on a 10-session customer validation programme, delivered by the University's enterprise team, to help make their ideas a reality. The third prize was awarded to an International Business Management student, who put forward his idea of wastepaper recycling initiative, highlighting the importance of sustainability in business.

In April 2021, the programme was recognised with an equality, diversity and inclusion award at the Global Careers Summit.

The COVID-19 pandemic has often created even more challenges for such students and Kingston University have stepped up the support accordingly.

In terms of our students' diversity, in Kingston Business School 29 per cent of students are aged over 25 years and just under 70 per cent declare themselves to be Asian/Black/Other ethnicity. We support 3.2 per cent of students with a specific learning disability and 44.8 per cent of students who commute to the University campus to study.

Sustainability

At Kingston University in general, sustainability and ethics are at the core of our learning, teaching and research as well as our campus systems and operations that enable learning. Amongst our strategic aims, our local and global community will seek our research and expertise for its impact on culture, society and industry, benefitting from our commitment to sustainability and support for local and regional communities and groups.

Kingston University is currently in the process of developing a new Institutional Sustainability Strategy. In summary, the KU Sustainability Strategy will:

- Demonstrate a whole-institution response to the challenges of sustainability (both core business and operational response).
- Detail SMART Sustainability targets aligned to RBK and the UN Paris Agreement.
- Be aligned to the UN SDGs, supporting the requirements of the SDG Accord.
- Reflect the civic responsibility and ambitions through the lens of sustainability.
- Provide a framework that supports collective action through a range of responses.
- Encourage and facilitate innovative practice.
- Provide a mechanism for reporting, supporting communication and driving further engagement.
- Be embedded within existing University structures and governance - not a parallel or adjunct initiative.

The Sustainability Strategy is due to be published in Summer 2021.

In addition to this, The Vice-Chancellor has signed the Sustainable Development Goals (SDG) Accord at the Institutional level, demonstrating KU's commitment to embedding the SDGs within our education, research, leadership, operational and engagement activities.

Education for Sustainable Development (ESD)

The Business School contributes to and uses the resources of the University support function ESD. ESD is an approach to education that is relevant for any course and any career path. ESD is critical in providing a high-quality Higher Education experience.

At Kingston University, we:

1. Enrich teaching and learning by creating sustainability resources tailored to each discipline, e.g. for the personal tutors.
2. Create real-world learning opportunities in partnership with the estates tailored to specific course needs.
3. Support and promote research related to sustainability and ethics through a bank of research questions and project work topics-
4. Engage with other institutions nationally and internationally with an aim to enrich education for sustainable development theory and practice.
5. Create a number of co-curricular learning opportunities for students with an aim to harness sustainability awareness, project management and communication skills.

The international reach of Kingston teaching Responsible Management and Sustainability is demonstrated through our work with the Kingston MBA in Russia - a programme now ranked Number One MBA in Russia. Providing responsible management education to students from different cultures is particularly challenging. Professor Fatima Annan-Diab delivers an MBA module at RANEP, the Russian Federation's Presidential Academy of National Economy and Public Administration. For some students it is the first in-depth look at the concepts of sustainability and business ethics. The module has generated considerable interest and discussions amongst Russian leaders, clearly

showing that the lectures have provoked critical thinking on the part of participants. Three MBA students have now set up a business that focuses on sustainable farming and on ethical marketing of produce, two others have developed a CSR framework and strategies for the financial services sector, and another a CSR reporting framework for a mining company.

In addition, her role as a chair for university level validations, Professor Fatima Annan-Diab ensures that ESD is embedded across our curriculum and practices. When validating a new programme, a key pillar of the Kingston University Curriculum Design Principles is to embed sustainability in the curriculum as well as to confirm that curriculum is inclusive to ensure diversity and equality of opportunity.

Ethics, Responsibility and Sustainability (ERS) are effectively incorporated across the core modules required in each programme, and subsequently across our international network and partner colleges in the UK, India, and Russia. Each student studies ERS issues in depth in at least one module. Business students learn about CSR and sustainable development, with a particular emphasis on the social context as it relates to innovation, international business, and entrepreneurship. Kingston graduates have earned a reputation for good business practices and ethical management, an advantage for our students seeking management positions.

ENERGISE Case Study

Professor Audley Genus led Kingston's activities on the recently completed 3.2 million Euro Horizon 2020 project called 'ENERGISE' (the European Network for Research, Good Practice and Innovation for Sustainable Energy), funded by the European Commission. Working with local authorities, energy utilities and SMEs, the ENERGISE consortium aimed to transform energy use in households and communities across the UK and Europe and contribute to European policy making on reducing energy consumption.

The ENERGISE Project is a real-world research project by Kingston University which set up energy 'living labs' to challenge the energy consumption practices of householders, is set to influence energy use in communities across the UK and contribute to European policy making on green issues.

The three-year ENERGISE project was formed to achieve greater scientific understanding of the social and cultural influences on energy consumption. Partner institutions from ten countries across Europe explored not just how much energy people use, but also the factors influencing usage - such as societal norms, culture, gender and socio-economic factors, and what affects consumers' willingness to change their patterns.

Sustainability and innovation experts from the Faculty of Business and Social Sciences partnered with community benefit co-operative Energise Sussex Coast to set up energy living labs in Hastings. In the living labs, which ran in the UK and seven other European countries, families and communities worked with researchers and others to reduce energy use in the home. The focus was on changing everyday practices relating to heating and doing the laundry.

Researchers tried to understand the lives of participants in the round and how cultures and social norms impacted their energy practices.

As a result of the project, 300 households throughout Europe were able to reduce room temperature by 1°C and do one less cycle of laundry per week by using innovations in practices introduced during the living lab intervention. Businesses - such as energy utilities - played an important role in providing advice on living lab design, acting as implementation team partners or making suggestions on how to translate the project findings for practitioners.

The findings have been passed on to policy makers in the eight living lab countries involved - Denmark, Finland, Germany, Hungary, Ireland, Netherlands, Switzerland and UK - as well informing policy making in the European

Commission. Professor Genus was invited to present the findings to the European Commission workshop on 'Making the best use of Social Sciences and Humanities in the Clean Energy Transition' (November 2019).

Early outcomes include initiatives in Denmark, where a local authority invited ENERGISE researchers to contribute content on sustainability to be used in schools from September 2020, when all school year groups will incorporate sustainability in the curriculum.

In the UK, Energise Sussex Coast developed links with Hastings Mosque and extended its energy advice to cater better for Arabic speakers, who were finding it difficult to access its services because of the language barrier. It also started providing support at a refugee drop-in cafe each week.

The project, which awarded the University a grant of £297,000, completed in June 2020 and was recently reviewed by the European Commission, through its Innovation and Networks Agency (INEA).

The report said ENERGISE delivered exceptional results and successfully identified and demonstrated individual and collective practices and approaches that can reduce dependency on imported energy and diversify supply.

Student leadership in sustainability

Kingston University students are leading the way in sustainability with the following initiatives:

- **Green Connectors:** In collaboration with the Sustainability Hub, the student Green Connectors engage with fellow students to learn about their experience of the sustainability services provided by the University and gather suggestions for continuous improvement. The project is based on peer-to-peer research aiming to enhance the student experience, learn about current student experiences and aspirations, disseminate information about a range of sustainability services, and identify and disseminate topical issues and case studies as resources to encourage further student engagement.
- **Sustainability Student Working Group:** Hosted by the Union of Kingston Students, the Group was formed for all Kingston University students who want to make a change in their campus and course through sustainability and ethics. The Group aims to improve the learning opportunities offered to Kingston students as well as the operations of the University environment. Its responsibilities include sitting on strategic working groups, improving or co-designing new services and activities, such as new learning opportunities, hybrid buses, reuse activities; organising events and campaigns, some in partnership with other student societies; and supporting the Students' Union with our Green Impact programme.
- **Green Week:** Run by the Sustainability Student Working Group, it aims to raise awareness about sustainability issues amongst Kingston University students and staff.
- **Litter picks:** The Sustainability Working Group works with the Sustainability Hub and the Student Engagement team to deliver litter picks and litter reduction initiatives.
- **Student Switch Off:** This is a National Union of Students competition that promotes environmentally friendly behaviour among students living in halls of residences.

Employability and entrepreneurship

We support our students to find good jobs following graduation, and an innovative revision to our undergraduate programmes has incorporated a work placement within the standard UK three-year degree. Our postgraduate portfolio of specialised Masters programmes is focused very strongly to the professions, with professional body accreditation/recognition of learning wherever possible (this is also in place at undergraduate level).

For eleven years we have reported more supported graduate start-ups than any other university in the UK (HEBCI Survey). The most recent HEBCI Survey shows we are still the first among diversified universities and HESA data suggests that start-ups with 3-year maturity levels have increased by 13%. Kingston University helps students kick start their careers through work placements, internships, and mentoring, or helping them get involved with entrepreneurship initiatives, offering great opportunities and support services:

- **Work experience and mentoring:** many of our UG and PGT courses include an optional sandwich year for students to undertake a paid work placement. In their final year, students can also get involved in the 'Inspiring Talent' mentoring programme, an opportunity to learn from and work-shadow a successful Kingston graduate. The Programme connects a more experienced student with a less experienced student in an academic capacity. This commonly involves students in their second or third year – our Academic Mentors – facilitating regular small group study sessions on campus for those students in the lower years to supplement learning and teaching. The overall aim of Academic Mentoring is to improve the retention, progression, attainment and employability of all students, but most notably BME students in line with the University's KPI around BME attainment, and students from low socio-economic backgrounds. 250 Academic Mentors are recruited, trained and supported by the Student Enrichment team to facilitate the learning of around 1500 students.

In addition, Kingston supports 'The Beyond Barriers Student Mentoring Scheme'. This is a six-month programme to help second-year, third year and postgraduate students from traditionally under-represented groups achieve their full potential through a tailored one-to-one relationship. External mentors and alumni support the students by offering impartial guidance, encouraging new experiences and positive choices, and helping to inspire self-confidence.

The scheme runs from October to April and requires a commitment of two hours per month from both mentors and mentees. At the end of the scheme the Vice-Chancellor presents all participants with a certificate at a special award ceremony. The scheme is available to:

- Black and ethnic minority students
 - Female science, engineering, maths and built environment students
 - White males who are the first in their family to attend higher education
 - Students with a learning difference or disability
 - Mature students
 - LGBT+ students
 - KU Cares students
-
- **Student Ambassador Scheme:** Student Ambassadors share their experiences with prospective students and assist Kingston University's student recruitment and outreach teams at events. They are provided with full training throughout, developing key skills including communication, organisation and teamwork. Student Ambassadors are current students available to undertake work in casual, part-time roles, for up to 20 hours per week during term time. They have been through a competitive recruitment process and have completed induction training that covers a wide range of topics including child safeguarding, working with adults and

young people, marketing and communications, working at recruitment events and international development. There are approximately 400 Student Ambassadors registered to the scheme, from across all faculties and levels of study.

- **Careers and employability support:** Kingston University's award-winning careers service support students even after graduation. The service helps students and graduates develop a range of employability skills throughout the recruitment process and offers work opportunities like internships, part-time work and graduate roles. The service works closely with industry to ensure the most up-to-date information and skills are known. For example, the *Consultancy in Practice* module is a practical, hands-on, real-life experience module in which students work as student management consultants to solve real business problems for real external clients. By the end of the module, students produce a valuable business solution that is used by the clients in their industry.

In class, students learn business tools and management models, and their project mentor helps them apply those tools and models to the practical business problem faced by their client. As students develop their management consulting skills, they learn how to blend business, people, and technology considerations when analysing problem situations and developing solutions in a business context.

The module is demanding, but fun. Students develop their knowledge and understanding of management models and tools which they can use as a toolkit in any future job. They develop their employability as the value of their CVs grows through the experience. Finally, there is always the possibility that they could be offered a job by the client they worked for.

- **Entrepreneurship:** We provide extensive support and advice to encourage our students' entrepreneurial capabilities. They can start by joining the Kingston Entrepreneurs Society and participating in the "Enterprise!" Student Entrepreneurship Programme, our pre-incubation programme designed to create awareness and engage students in enterprise and entrepreneurship activities. Weekly events, competitions, mentors, and micro-finance help students to explore and develop their ideas and capabilities. We welcome social entrepreneurs and freelancers as well as those considering more commercial products and services. Kingston University students and graduates can also access a wealth of resources, motivating success stories, tips and news on our web pages. For example, in Business Design Thinking modules (BSc Entrepreneurship & Innovation Management) students establish a business start-up as an individual or group. The students' start-ups allow them to practice entrepreneurial, leadership, and employability skills needed for making and working in successful ventures."
- **Activities and awards:** at Kingston University, students can learn a language (without cost) to help them stand out in a global marketplace through the Kingston Language Scheme. We also offer a volunteering scheme, run by the Union of Kingston Students.

In Kingston Business School, the Business Readiness programme, which supports students to acquire the skills needed in the marketplace, was shortlisted for a CIPD International award in the category of the Best Learning and Development Initiative in the Public Sector in 2018 and again in 2019 with the feedback from the board being that the Business School programme is unique and admirable. The core elements of our Business Readiness programme are:

- The core Employability Skills/knowledge
- The personal profile for the student (CV, Online profile, Letters & Applications)
- Building connections and the business network for students.
- Enhancing their business/entrepreneurial readiness.

Delivered by workshop, events, and one to one, as well as highlighting/integrating other employability developed through their academic programme. Students also have the opportunity to gain additional membership and qualifications e.g., Microsoft, Prince2, CIPD, CIM. Students have achieved roles with a wide variety of local to global brands and some have started up their own business ventures as a result of the opportunities, skills and confidence the programme has brought them.

PRME Principle 2: Values

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

Aligned with our 'KU22+ vision and strategy, at Kingston Business School we value 'Excellence in staff and student experience', as detailed below:

- **Excellence:** We value excellence in staff and student experience, learning and research.
- **Innovation and Creativity:** We value innovation, creativity and entrepreneurial thinking in the generation and implementation of ideas.
- **Respect:** We value diversity, collegiality, and responsibility.

Kingston Business School has worked for over twenty-three years towards the Ten Principles of the UN Global Compact with efforts intensified as a result of the 2008 global financial crisis. The previous alignment with the Principles of the Global Compact streamlined the implementation of the Principles of PRME in the School, which formally started in 2015 when we became a PRME signatory.

The University continues with its commitment to sustainability approving a Corporate Social Responsibility policy. The policy states the University's commitment to contribute to the United Nations Sustainable Development Goals in the core business of teaching and learning, in research and innovation and in our civic engagement activities, as well as in our daily operations. Examples of our contribution include

- Specialist courses in Renewable Energy and Environment and extra-curricular opportunities to participate in sustainability actions both locally and globally.

Food



Kingston University is committed to reducing the negative environmental, ethical, and social impacts associated with food products and services. Our catering contractor supports this commitment by sourcing locally grown seasonal ingredients, procuring sustainably certified products (Red Tractor, Marine Stewardship Council and Fairtrade) and ensuring that all of their suppliers comply with UK and EU animal welfare standards. Our catering contractor does not use palm oil for cooking and is committed to purchasing 100% sustainable palm oil products from RSPO (Round Table on Sustainable Palm Oil) accredited suppliers.

Our catering contractor is working to reduce single-use items within their operations. In 2019, Kingston University staff and students threw away a staggering 1,253,400 individual single-use cups, food containers and straws! Whilst we use plant-based compostable foodservice packaging, we recognise that this figure is too high and to incentivise the use of reusable options, our catering contractor offers a 20p discount off hot drinks at Kingston University catering outlets when you bring and use a re-usable cup.

In addition, reducing consumption of meat and dairy has been identified as a significant way that individuals and organisations can reduce greenhouse gas emissions (GHG) and tackle climate change. Our catering contractor has introduced new options for vegans, vegetarians and flexitarians as well as those who simply want to try something new!

Kingston University has a zero waste to landfill policy in place. All food waste from university operations, is diverted from landfill and sent for anaerobic digestion, where food is broken down by micro-organisms to create biogas and liquid fertiliser. In addition, Kingston University help staff and students tackle food waste at home, by providing microwaves across our campus sites which can be used to reheat leftovers.

Kingston University was the third university in London to achieve a 'Fairtrade University' status, and since 2006, continues to sell Fairtrade products and annually supports Fairtrade Fortnight. To find out more please visit the Fairtrade Foundation website.

Construction and Estate



Our commitment to being environmentally conscious and sustainable is at the forefront of new developments and refurbishments. Kingston University's Estates and Facilities strategy, has the mission statement to: *'Achieve a high quality, sustainable and compliant estate that enhances the experience of students, staff and visitors while enabling the University to meet its objectives.'*

All of our new and refurbished building projects follow a 'Standard Specification and Design Guide' and campus specific 'Construction Management Plans'. These documents embed minimum sustainability standards from the project conception, and identify, control and mitigate potential environmental impacts associated during construction and refurbishment phases.

Energy and Carbon Management



Kingston University recognises that human-induced climate change is one of the world's greatest threats. Our day-to-day operations as a University cause the release of carbon emissions and we have a duty to reduce these where possible.

The University has committed to an ambitious target to reduce CO₂ emissions by 35% from a 2005/6 baseline by 2020, and a reduction of 65% by 2030/31.

To date the University has reduced its scope 1 and 2 emissions by 56%*. The equivalent of 6,628 tCO₂e.

That is this the equivalent of 2000 UK homes**. The figure below shows the University's performance to date. See figures below. (Figure 2)

*56% as of June 2020 from a 2005/6 baseline. Includes benefit of Corporate Power Purchase Agreement.

Agreement.

**each home's emission is broken down to 2.5 tCO₂ natural gas AND 1.25 tCO₂ electricity.

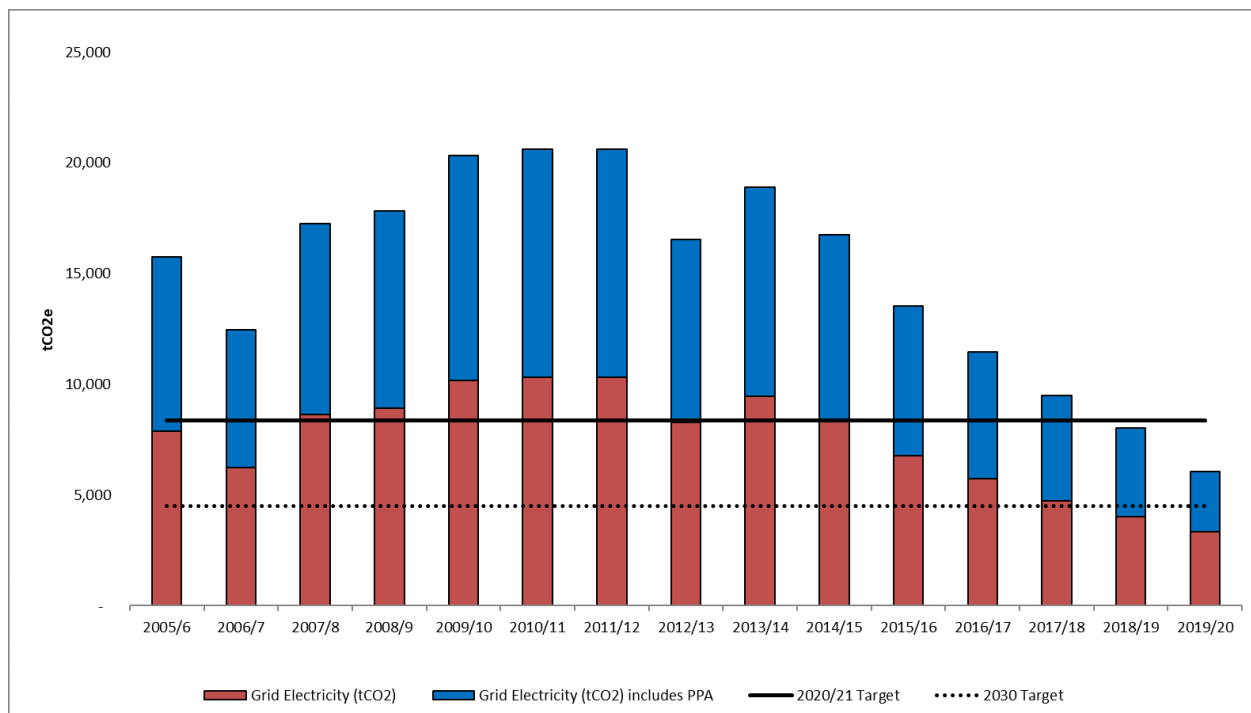


Figure 2.

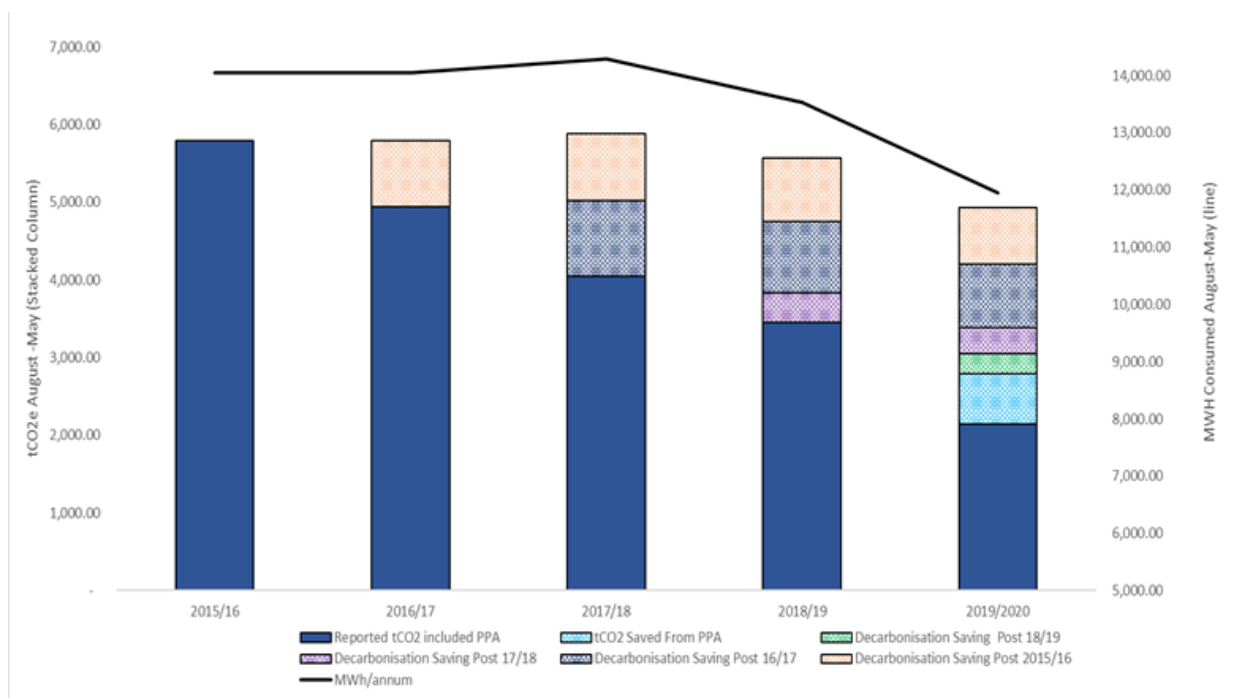


Figure 3.

The University is committed to continue its downward trend of CO₂ emissions associated with its operations. The University holds a specific carbon management budget that aims to reduce the University emissions through a variety of methods (see Figure 3).

Utilising low and zero-carbon technologies

Across the estate the University has implemented a number of low and zero-carbon technologies including-

- A 300 m2 Solar Photovoltaic array on the Town house building, supplies 15% of the building' electricity use. This system is the University's largest to-date and is expected to generate approximately 50,000 kWh of renewable electricity every year. The Town House also includes a 120 kW Air Source Heat Pump (ASHP) system which extracts warmth from the air and acts like a refrigeration system in reverse with a high efficiency compressor generating heat.
- We are using Ground Source Heat Pumps (GSHP) to heat and cool down buildings. The Kingston Hill Campus Business School has installed a 250 kW GSHP that extracts heat from the ground during winter and relative coolness from the ground in the summer. The process can be reversed depending on the temperature outside.
- We have installed solar thermal panels to heat water for heating systems. The University has solar energy systems at Knights Park & Tolworth Court campuses (both electricity and heat producing) with an additional system installed at the new halls of residence 75PR in 2017.

Education end users

We are a funding a 'Green Impact' campaign and establishing a sustainability champion network that will help us save energy and improve energy efficiency across the Estate.

Improving building fabric

Our most recent buildings already use modern insulation and glazing. We improve the fabric of our older buildings through refurbishment projects. For example

- The new Town House building on track for BREEAM excellent.
- The New extension refurbishment is on track for BREEAM outstanding.
- The University's completed STEM labs achieved SKA rating GOLD.

Procurement

Kingston University is committed to ensuring sustainability is considered as part of the purchasing process, from specification through to disposal. The following resources can help staff -purchase more sustainably:



- Check [WARPiit](#) before buying new. Someone in the University might be selling what staff is looking for free of charge.
- Review the Kingston University Sustainable Procurement Checklist which should be referred to as early on in the procurement process as possible.
- Kingston University has a commitment to procure in line with the [Government Buying Standards](#). Where these are not applicable, this should be reported to Procurement along with an explanation on why this is.

- Selecting companies which have signed up to the [Ethical Trading Initiative](#) reduces risk of inequality and exploitation within the supply chain.

The University's Ethics Policy states our commitment to the highest standards of ethical conduct in all our activities, along with making continuous improvements in this area. The University does not engage in, or condone, the practices of human trafficking, slavery or forced labour. The particular business and supply chains, which may pose particular risks in terms of slavery, are in facilities management, information and communications technology equipment, construction, and partnerships with overseas institutions in some jurisdictions. Our due diligence processes minimise these risks, and our facilities management services are provided by our wholly owned subsidiary, KUSCO, which pays the London Living Wage.

Ethics, Responsibility and Sustainability (ERS) at Kingston Business School

ERS is taught across the curricula and has been embedded in our ethos. This is in response to several factors, such as the University's commitment to opening Higher Education up to the whole community, the Business School's respect for diversity and inclusivity, and external drivers for change through our membership of EFMD, AACSB, PRME, ABIS, and the UN Global Compact. In addition, The Sustainable Development Goals and QAA guidelines that encompass sustainability also contribute.

Curriculum audits have been conducted within the Kingston Business School, aimed at measuring, increasing, and improving ERS. In 2018, an audit was undertaken. The methodology included auditing approximately 180 PGT and 190 UG modules (core and electives), with a digital search of all module descriptors for keywords, followed by a 10 per cent check for accurate "finding" of ERS content. The keywords used were "CSR, Climate Change, Poverty, Environment, Renewable, Waste/Water management, Equality, Corruption, Carbon, Ethics, Recycling, Wellbeing, Health, Human Rights, Sustainability, Social Justice, Governance".

The results identified ERS was explicitly present in 55 per cent of PGT and 43 per cent UG individual module curricula (as documented), with 100 per cent of all programmes confirmed to address ERS.

Intended Learning Outcomes across the programmes include explicit and implicit themes related to ERS, which are supported by the core module curricula. For example:

- Map long-term future scenarios including socio-entrepreneurship and economic impact assessments both locally and globally.
- Problem-solve using holistic and systemic approaches.
- Work collaboratively and in a diverse and cross-disciplinary settings.
- Think critically, be social innovative and creative then act constructively.
- Generate positive responsible socio and economic impacts both locally and globally as well as now and in the future.
- Demonstrate an understanding of sustainable and ethical practices and the ability to apply them to positively contribute to society.
- Develop the skills to responsibly and creatively solve problems to produce a long-term positive impact on people, businesses and places.
- Gain awareness of global complexity, uncertainty and risk so as to thrive in future learning and careers.

Sustainability is now embedded across the core modules required for each programme at Kingston Business School. Each student will study in-depth ERS on at least one of their modules during the time of their degree. Through this learning our Business students will learn about issues related to corporate social responsibility, sustainable

development and business ethics, particularly in the areas of social context for innovation, international business, and entrepreneurship. Our programme and module learning outcomes will enhance the career prospects of the students by helping to develop innovative and ethical managers.

In practical terms, information regarding academic misconduct (including plagiarism) for the taught and research elements of the degree is available on the internet and intranet, the virtual learning management system and in course handbooks, so students are made aware of the potential risks of unethical activity in their study.

Internationalisation

Kingston University was ranked one of the world's top international institutions by sector-leading magazine Times Higher Education (THE), with more than 35 per cent international students.

Internationalisation, and an associated respect for diversity and inclusivity, is a key strategic objective of Kingston Business School, and a variety of perspectives and insights are explicitly brought to the programmes from its international students and staff. Our students represent over 100 nationalities, and the diversity of the Faculty is wide, with 29 nationalities represented, and 50 per cent of Faculty members being international. Many Faculty members have worked or studied away from their home country for substantial lengths of time, which increases their understanding of international business; this brings a wider knowledge of theoretical and practical knowledge to the academic life of the School.

Kingston Business School also has an International Summer School programme that is popular for university-level study in the UK; it is open to international students who would like to experience the British educational system and culture. The School also has collaborative partnerships with esteemed international institutions, as part of our teaching and research programmes. The Business School has several international visiting professors, and faculty that are visiting academics at international universities.

International students are supported within the Faculty by the course team for their particular course of study. The Faculty also has a Student Liaison team that has particular responsibilities for supporting international students. Within the wider University context, there is an International Student Advisor in the Student Services Department who is in place to offer guidance to students across a wide range of issues (e.g., other than course specific academic matters). In addition, the School of Languages offer English as a Foreign Language classes both as pre-educational courses and on a continuing basis throughout term time. These are greatly valued by the majority of students who attend them.

The Business School has a number of international partnerships which are detailed in PRME Principle 5: Partnership.

Equality and diversity

As outlined in PRME Principle 1: Purpose section, Kingston University has made substantial progress in closing the awarding gap for its Black, Asian and Minority Ethnic (BAME) students.

The Business School is proud of the progress made in the past three years with School specific BAME attainment. We have moved from a position of below benchmark in 2015/16 to above benchmark in 2019/20. Overall, the School achieves the benchmark of a 'good degree', and we have taken steps to continue to reduce the BAME awarding gap. This includes training for staff on unconscious bias, inclusive curriculum and how to engage all students through assessment choice. In 2019/20 we worked on two funded research interventions aimed at enhancing student achievement and engaging students in targeted assessments, both of which have improved our knowledge and performance in this key area.

As Lead for Responsible Management Education and through her work with the Chartered Association of Business school Professor Fatima Annan Diab key priorities in progressing the EDI agenda at Kingston Business School are:

- (a) *Attainment, Curriculum and Pedagogy*: work towards eliminating any differentials that exist in degree attainment between ethnic groups. BAME students are consistently less satisfied in relation to teaching, academic support and feedback. We believe we can improve the experience of students from these groups by further diversifying and decolonising our curriculum as well as offering better academic and pastoral support which is responsive to the needs of different students;
- (b) *Recruitment*: widen access for BAME students at undergraduate levels and increase the number of black students at doctoral level;
- (c) *Promotion and career development*: ensure more BAME academic staff are progressing from senior lecturer level and ensure there are clear career progression pathways for professional services staff in mid-grade roles; and
- (d) *Organisational culture*: self-reflect on culture at Kingston University by facilitating open and honest discussions about racialised inequality and convert this into meaningful and sustained action to remove it.

Human Rights Festival

Following Brexit, the focus of Kingston's Human Rights Festival 2020 was 'Empire Legacies – past, present and future'. Through panels, screenings, high-profile guest lectures and student-led discussion, the festival considered 'empire' in the traditional sense as well as powerful corporate 'empires' and institutions, and how they significantly impact our everyday lives. Leading practitioners, activists and academics came together to examine the brutal truths from the past, scrutinise the critical challenges of today & debate what our futures might hold. Key speakers included John Azah, OBE (CEO of Kingston's Race and Equalities Council), investigative journalist Phil Miller and Maya Goodfellow, a leading writer and broadcast commentator.

Embedding sustainability and ethics values into the Kingston MBA

Understanding the need to better prepare future leaders resulted in embedding Business Ethics, Sustainability and Corporate Social Responsibility (CSR) into all MBA modules. Business School academics have worked with colleagues from other departments to develop and embed sustainable development issues across the curriculum. Examples of how some modules have embedded sustainability related topics include (but are not limited to):

Big Data and Business Analytics	General Data Protection Regulation (GDPR) Predictive analytics and ethical challenges
Enterprise and Innovation	Sustainable product design,
Operations Management	Sustainable supply chain management, closed-loop supply chains, environmental legislation in operations, life cycle analysis etc.
Career and Leadership Journey	Sustainability Mindset Leadership for action
Financial Management	Market valuation of environmental and social initiatives, integration of sustainability related risks into credit risk assessment, sustainable, responsible and impact investing (SRI)
Marketing Principles and Practice	Ethical issues in advertising Sustainability marketing and managing reputational risk
Organisations and Management in a Global Context	International regulatory environment and policy
Strategic Management	Collaboration and partnerships for sustainability

In addition, a specific module was developed, named Responsible Management, to provide a deep and critical understanding of CSR and sustainability along with an appreciation of their development and growing importance. As part of this module assessment, students are required to research and identify a sustainability initiative that a company has launched to address a sustainability related problem. Students are required to analyse the issue and the approach taken by the company as well as benchmark it against best industry practices.

PRME Principle 3: Method

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

Innovation, creativity, enterprise and diversity are included in Kingston University's values and practices.

Ongoing work to provide the best teaching and learning experience for the University's students has seen the scope of activity undertaken by the Directorate for Student Achievement (formed in 2017) finessed further, enabling us to concentrate resources on improving student attainment further and accelerating their future success.

Expansion of the Learning and Teaching Enhancement Centre (LTEC) is providing more focussed support for course teams to improve teaching quality, opportunities for continuing professional development and celebrating good practice across the University. LTEC supports practising staff in achieving the highest level of professionalism and scholarship at all stages of their career, e.g., staff starting their academic careers through to experienced staff across different career pathways and higher education professions. LTEC also supports the Technology-Enhanced Learning (TEL) strategic vision, with a specific TEL Champion within each School or Faculty.

As described in 'PRME Principle 1: Purpose' section, the University hosts Estates and Sustainability to support real-world learning opportunities to equip graduates with the knowledge, skills and behaviours for thriving and leading change.

Kingston Business School embraces an experiential learning model. Our modules often include live consultancy projects, where students in groups perform real-life consultancy on a given topic and present their informed proposals to the clients. The successful impact of the projects is evidenced through the clients returning in following years as well as offers of employment.

A Critical Thinking Agenda

There is wide recognition within KBS that students need to be taught not only what to think about (i.e., module content) but also how to think (i.e., skills such as information analysis, data evaluation, and how to draw conclusions and develop insights). Because development of such critical thinking is crucially dependent upon how critical thinking instruction is provided, we have, since 2017, worked closely with Learning and Teaching Enhancement Centre to embed the Critical Thinking Toolkit within BSc International Business with Business Experience's curricula to ensure that students become reasoned thinkers, able to evaluate and analyse complex information from a wide range of sources and to explain outcomes observed.

Home grown in Kingston, the toolkit contains 10 branded learning and teaching tools which have been co-created by staff and students across the university and can be easily adapted to any disciplinary content.

1. **The Source** to make students aware of agenda and bias, belief v fact. Develop search terms, find, and critique and reference materials whilst considering credibility, reliability and appropriateness. Discriminate between sources, use valid information.

2. **Read Right** to help read in a systematic way, understand and make notes about information/data contained in course textbooks.
3. **Practitioner/Professional Insights** to interpret, analyse, and assess the quality of information and data in practitioner materials trade journals and professional sources. Recognise assumptions.
4. **The Argument** to develop the technique of objective reasoning and argument creation: identify, understand and interpret data accurately. Query evidence, assess claims, draw conclusions, use deductive reasoning.
5. **The Case** to develop the CT skills needed when approaching a case study: recognise assumptions, analyse, interpret and assess quality of information, use deductive reasoning, draw conclusions.
6. **The Critique** to identify and interpret key themes within academic papers. Analyse and assess credibility of arguments, recognise assumptions, consider alternatives, use deductive reasoning.
7. **Thematic Analysis Grid** to record themes within academic papers in order to be able to compare and contrast themes, query evidence, draw conclusions, use deductive reasoning.
8. **The Argument Map** is an alternative method of recording themes within a set of academic papers in order to be able to compare and contrast themes, query evidence, draw conclusions, use deductive reasoning.
9. **The Critical Reflexion** to develop your critical reflection skills using academic literature, professional literature, debates, educational experiences. To explain the impact on your learning, perspective and actions.
10. **Critically Write** to apply all of the above tools to write a critical review of literature, whether it is academic or practitioner/professionally based. Use well-reasoned, unbiased, justified arguments.

Consultancy in Practice: Case Study

The Consultancy in Practice (CIP) module provides students with the opportunity to develop crucial employability skills in a condensed period (3 months), which are difficult to develop during the usual academic programme.

The students are invited to compete for the delivery of a project for a real client, either within or outside their usual academic domain. They present their case, present their strengths, and are selected into a group by a set of well-established and experienced consultants acting as their mentors on the programme. During this process, they present, negotiate and collaborate with other students to reach their goal.

Often students work with other team members who are not studying the same discipline or have similar skills sets or personality profiles, and this provides them with a more realistic view of what it is like to build and work in a team.

Clients often provide challenging projects (see examples provided) for students to deliver in a 3-month period. The team's research and review information available to them and are challenged with coming up with a realistic scope and plan as soon as they can. This enables them to gain an experience of building relationships with clients, understanding problems and apply critical thinking to challenge the problems they face as well as to set out timescales that they promise to deliver to as a team.

The groups are encouraged to work as "freelance consultants" to deliver their solution with a help of their mentors' support. This is a completely different environment to the usual lecture format; challenging them to consider their time and the value of it and how to work in a more flexible environment, all whilst faced with major deadlines and communications challenges. Above all, it often challenges their resilience and their patience.

Finally, the students set themselves up to manage their clients and provide research, solutions and recommendations to the client in the form of a presentation and a report as a consultant would deliver. This ensures they understand the professionalism required to deliver to clients and present as a team.

The majority of student groups we have had going through the CIP programme have challenged themselves to produce exceptional deliverables for clients, and the feedback from the clients and mentors has evidenced how professional the deliverables have been. Examples:

- Design and deliver marketing strategy and website from scratch.
- Redesign and build the downstairs interior design of a building for a growing company.
- Design and deliver the advertising strategy and programme for a children's theme park.
- Carry out research into the expansion of a food market business.
- Design and deliver a technology innovation day for a whole organisation.

Students (350 in 2020/21) on the MSc in International Business Management are required to undertake a work-based consultancy project at a host organisation, typically in a start-up, SME or global organisation, where they investigate a live business issue. In the last year companies included: BPM, Kelly Services, Wolters Kluwer, Kristin Hjellegjerde, Talon Outdoor (Plexus), Astinno, AFC Wimbledon and Super Awesome (some of them participated several times). Currently, students are delivering projects for around 50 organisations each year as the numbers on the programme have grown substantially.

In addition, the MBA programme offers students studying in the UK and in Moscow (RANEPA) the opportunity to dive into the consultancy world as part of their final Management Consultancy module. 14 valuable clients attended students' presentations with their allocated groups. Amongst these clients were companies such as Nando's UK, Merkle, Cherith Simmons, John Cooper Architecture, Step Up Hub, 4 Delta, Ecoflux, Kingston Borough, Novazure and

Bishop Design. Fourteen teams, 59 students in total, discussed and successfully defended their projects. All clients found that they received tangible benefits from the professional work delivered. Clients, mentors and students were enthusiastic and found the project extremely valuable. The professionalism demonstrated by our students has surely strengthened future collaboration opportunities between Kingston Business School, RANEPa and real-world organisations.

Kingston Business School offered students various international opportunities on the module. Currently Kingston - GISMA Business Schools (2020) are exchanging the projects to add international angle to the Consultancy in Practice while being in lockdown – for example, GISMA students successfully delivered projects for Catfish and National Rail, U.K. As an outcome of successful delivery, successful occasionally get placements offers (e.g., Czarnikow, Morgan Innovation and Technology, Utilidex, P2 Consulting).

Part of teaching and learning agenda, for each cohort, ALUMNI and a consultant working in the industry are invited. They speak about their own experiences, so the students have an opportunity to find out more information about working as a consultant and opportunity to ask follow-up questions.

Entrepreneurship and Enterprise

The Higher Education Business and Community Interaction Survey reported in 2020 that, for the ninth year running, Kingston was one of the top two universities in the country for the number of graduates starting their own companies. The Business School has been a major contributor to this both through its own student achievements and the running of modules related to entrepreneurship for the wider University.

Kingston University's reputation as a hotbed of entrepreneurial talent has been demonstrated (in 2019-2021) with a number of students being selected to enter national business competitions including the University Alliance Innovating Future Business, and Young Enterprise National Finals, we also saw the launch of the Enterprise Circle – a group of illustrious alumni who are championing student and graduate enterprise at Kingston University through financial support, mentoring and advice.

Development of entrepreneurship is a key goal for Kingston Business School, with the Small Business Research Centre central to research in this area and helping create an environment where students can meet with entrepreneurs. An incubator is physically located within the Business School ('The Kingston Nest'), which is the University's incubation space for student and graduate entrepreneurs ready to accelerate their business to the next level. Launched in 2014, it has space to hold up to 20 businesses full time or on a hot-desking arrangement. The aim is to help speed up both growth and innovation within our student businesses, offering private offices, meeting rooms, advice from experienced entrepreneurs, investment opportunities from the enterprise circle and on campus tax clinic and legal advice, in addition to hosting workshops and events.

Kingston Business Student Start-Up Support plan was introduced in November 2020 and is led by Dr Yuliana Topazly. It aims to build an international reputation for supporting student start-ups and entrepreneurial activity; and enhance the student experience by developing skills for the future and equipping students to operate effectively in a global, diverse world.

In addition, one of the ways in which the University creates 'sought-after' students is to locate the student experience within the wider enterprise eco-system of the institution and its locality. The University's goal is to ensure that students, alumni, staff, local community and businesses, and sponsors see a joined-up provision that can meet their particular needs.

The University is committed to maintaining its strong reputation for supporting student start-up businesses; enterprise education, and local economic and SME growth; providing dedicated strategic focus and resources. For example, the University Enterprise Education team will continue to support graduates starting businesses through its programme and the provision of dedicated specialism and space in the NEST. This is being funded philanthropically, as well as through a commitment from Santander of £50,000 per year for 3 years. The team will continue to develop an annual pipeline of graduate businesses by working with faculties and students across the University to embed enterprise and entrepreneurship in the curriculum, and by continuing to expand keynote programmes like Bright Ideas and the HackCentre to do so. The University has invested in specialist Teaching and Learning resources for Enterprise Education and continues to be an integral part of the Learning and Teaching Enhancement Centre's CPD programme for academic staff.

Pro-Vice Chancellor (Civic Engagement) and Dean of Faculty of Social Sciences and Business, Professor Jill Schofield, leads on establishing the University as an anchor institution for local social, economic and business growth. This is executed through leadership roles at the Chamber of Commerce and Kingston First, as well as working with the Council, other public bodies, non-for-profit organisations and commercial SMEs. Geographically, Kingston University is located in a pivotal position at the heart of the South London Partnership (SLP) area, a vibrant sub-regional economy worth in excess of £28 billion and positioned between Central London, two of the UK's main airports and growth corridors. The dominant business context comprises of SMEs and micro-businesses (99.7% and 88.3% respectively) and the region hosts six times as many start-ups per head than the London average.

Over the next 5 years, the University intends to establish its impact in this London sub-region.

Kingston Business School (KBS) is at the forefront of the University's strategy and both aligns and leads on Enterprise Education and Support. In the summer of 2020, the School launched a 10-point plan to establish international reputation for supporting student start-up and entrepreneurial activity.

1. Engaging Undergraduate and Postgraduate students from the beginning of their course, showcasing the range of support available at each stage of their entrepreneurial journey.
2. Connecting entrepreneurs and SMEs with students on each course through, for example, live briefs, hackathons and diverse role models.
3. Establishing an extra-curriculum, practical entrepreneurial journey for all Undergraduate and Postgraduate students, aligned with University activities and competitions where appropriate. This includes the introduction of a Virtual Business Incubator and a Global Citizenship Programme to encourage and support social entrepreneurship, explore our biggest global challenges and address the Sustainable Development Goals.
4. Working closely with Kingston School of Art on the philosophy and principles of creative entrepreneurship and to develop creativity as a means of innovation that can be applied to not only design but also educational, technical, social, and business problems.
5. Delivering a structured programme of activities for Postgraduate students as a part of a 'Postgraduate Placement Offer'.
6. Expanding cross-cultural opportunities for students through participation in joint Hackathon activities and the Virtual Business Incubator with our global partners.
7. Establishing a Start-Up mentoring scheme for KU students, creating a pool of mentors from our alumni and existing students.

8. Creating a Virtual Business Incubator service, bringing together students, entrepreneurs, staff and alumni. The Virtual Incubator will be run in partnership with NatWest Business Builder programme to enhance the offer and get access to extra resources.
9. Creating stronger relationships with accelerator programmes to provide a clear pathway for our students and graduates in order to raise investment and grow their businesses.
10. Establishing a small fund on The Entrepreneurship Experience placement module and PG Placement module to help them with some start-up costs.

For many years, the Small Business Research Centre (SBRC) has focused broadly on small business and entrepreneurship research. However, in recent years sustainable innovation and social entrepreneurship have emerged as leading themes, attracting significant income. Under the new leadership of Professor Audley Genus, the future strategy of the Centre will build on this development to enhance innovation, sustainability and related entrepreneurship research, education, and engagement across the University. The intention is for the new SBRC to enable the University to align its activities more effectively with grand challenges facing society, such as climate change, and with key governmental policies, such as BEIS's Industrial Strategy, while continuing to address key issues facing SMEs. We support the interactions students have with investors in the 'Bright Ideas' contest, where they pitch new business ideas.

Bright Ideas Competition in partnership with the Enterprise Education Team at Kingston University

- 345 entries from the Kingston Business School
- 164 students attended SPRINT event
- 15+ academic staff supported students
- 36 entries at the Faculty Heats
- 26 KBS Finalists
- 4 KBS winners

Bright Ideas is an annual Kingston University competition designed to give our students the opportunity to gain more confidence in developing and presenting an idea. As part of the programme, students can also attend innovation workshops, opt to have an idea evaluated and potentially win a prize.

Almost 900 students participated in our Bright Ideas annual competition (2019/2020, being 345 from the Faculty of Business and Social Sciences), in addition to 130 judges in the first evaluation round (online judging) and 38 judges in the second round (pitching to panels), including KU staff alumni and friendly entrepreneurs. Ideas were organised into categories – Engineering; Science, Health & Wellbeing, Social Enterprise, People's Choice, Internet of Things and Virtual Panel (Innovation) – and sustainable development was a hot topic in most of them. Winning ideas included:

- an automated sorting waste disposal unit, which is a compact waste disposal unit capable of automatically sorting waste based on its material components (Engineering category);
- Velo2: pollution filtrating tyres that are capable of absorbing 105 tonnes of pollutants every year in London, preventing thousands of premature deaths (Engineering category);
- Scan & Bin, which helps prevent recycling waste contamination (Internet of Things category)
- Grass Straw, providing sustainable products to replace single used plastics (Products category).

Kingston University Women Enterprise Network (KUWEN)

The Kingston University Women in Enterprise Network (KUWEN) is a vibrant community of business-minded women, who were brought together to connect, share, support each other and each other's business ideas. It is open to everyone and it is free to join.

- 80 women-led businesses engaged
- 35 members
- 5 mentors
- 1 research project

Members get access to monthly guest speaker events, peer-to-peer support network, regular one-to-one business advice sessions and mentoring services. The Rose Female Entrepreneurship Review (2019) found that advancing female entrepreneurship represented a £250bn opportunity for the UK economy. Through this network, Kingston Business School wants to help bridge this gap, encouraging female entrepreneurship, creating an ecosystem to maximise opportunity for currently hidden talent among students and a wider community.

Global Citizenship Programme

The Global Citizenship Programme aims to help participants around the world develop skills for global citizenship and empower them to create a positive impact in their lives, communities and businesses around the world. Throughout the programme, participants get the opportunity to hear from experts on global issues and social enterprise development, meet with an experienced advisor and engage in the annual global event to pitch their social enterprise idea to a panel and fellow students. Kingston Business School launched the Global Citizenship Programme on 18th of March 2021 with:

- 170 participants
- 22 facilitators
- 8 universities around the world including Leeds Beckett University, SVKM, De Montfort University, University of Malta, Parahyangan Catholic University
- 10 guest speakers, influencers and social shifters

External partners

The NatWest Business Builder Programme offers coaching sessions, virtual events, and specialised 1:1 support to entrepreneurs who would normally be based in the physical accelerator hubs. In 2020-21 Kingston Business School students have received 26 hours of support, 7 guest speakers and access to SMEs.

Social Shifters is a not-for-profit organisation and a global network of next generation leaders, innovators and entrepreneurs which is working alongside the Social Enterprise Institute and other global partners to support social and environmental actions. Social Shifters offers Kingston Business School students access to a revolutionary learning and community platform which consists of bite sized videos and digital guides. It provides access to a global community of changemakers. In 2020-21 Kingston Business School students have received 12 hours of support, 2 workshops, online materials and access to the network of social enterprises.

1st Symposium of Underground Creativity and Innovation

With the occasion of the celebration of the United Nation's World Creativity and Innovation Day on the 21st of April 2021, Kingston Business School organised and hosted the first ever international Symposium of Underground Creativity and Innovation. The Symposium attracted award winning scholars and thought-provoking researchers and offered further discussion and exploration of underground creativity and innovation focused research. The Symposium panel experts exchanged views on the developments in this field and co-created the future research agenda.

- Alba Graduate Business School, Greece
- Bar-Ilan University, Israel
- BMW, Germany
- Erasmus University Rotterdam, Netherlands
- Exeter University, UK
- HES-SO, School of Management Fribourg, Switzerland
- Technische Hochschule Ingolstadt, Germany
- Universität Klagenfurt, Austria
- University of Zagreb, Croatia

Innovation HUB (MBA)

Building on the Kingston University reputation as one of the top, most successful UK Higher Education institution for graduate business start-up companies, Kingston Business School MBA team led by Dr Pauline Parker has launched a new initiative earlier this academic year called Innovation Hub. The scheme focuses on building student entrepreneurial skills and new ventures; and facilitating the creation of an entrepreneurial ecosystem by providing cross-level mentoring support. Three MBA students were chosen on a competitive basis to offer mentoring and coaching services to other students across the Business School helping them to enter various business competitions and develop their own business ideas. Selected MBA students in return were offered an opportunity to gain free Level 6 in Coaching & Mentoring qualification as a part of their MBA course.

MBA students have contributed over 25 hours of mentoring and engaged with over 50 students across the University. Dr Pauline Parker is very keen for the scheme to grow, which will benefit a growing entrepreneurial community within the Business School as well as in the local community. It will also help build on the University plan to support SME growth and facilitate entrepreneurship opportunities in conjunction with local and regional groups.

Teaching

We teach our entrepreneurs to be ethical by embedding ethical considerations into every stage of the entrepreneurship process. We first build their understanding and awareness of the context in which they are developing their enterprise. This contextual understanding allows them to understand the impact that their project is having / will have. We make a strong distinction between outcomes (immediate results; easy to achieve) and impact (long-term result; difficult to achieve).

Our taught approach to start-up development and innovation is fundamentally user-centred (we teach Design Thinking tools and methodology) and this allows us to embed social and environmental considerations alongside business considerations at the core of all start-ups. Essentially, by teaching students to build businesses that have a good social and environmental ethos at heart, we are also teaching them to understand how an ethically-sound business

differentiates in any marketplace. In this way, these students learn to see sustainability and CSR, for example, not as business costs but as fundamental business capabilities in the 21st century.

We also work with students on a range of very specific issues that are not typically taught in Business and/or Design Schools. For example, we do a lot of work on understanding planned obsolescence and greenwash issues because most decisions in this domain are made in ignorance. We also insist that students 'co-create' with their end users so that they are, as businesses, forced to act transparently and to take the real feedback on board in the business design process.

Students are engaged in-class and throughout the enterprise curriculum to consider ethical and socially responsible aspects of running a small business, including supply chain issues, client relationships and the importance of assessing their own personality preferences and the impact this may have on their ethical decision-making.

Other examples of embedding enterprise and entrepreneurialism into the student experience include students on the *Masters in Business Administration* courses in the UK and Russia, through studying the *BS7561 Development & Growth of SMEs* module, engaging with local small businesses as case studies and working on real life challenges through a Hackathon approach. At undergraduate level, students on the *BS6008 Start A Business* module work in small teams to develop, make, market and sell a product. Their micro-businesses are open, operate briefly, and close again to take them through the entire business entity cycle.

The *BS5401 Entrepreneurship Experience* placement module offers weekly mentoring as students work to develop their own start-up business. Supported by a number of successful entrepreneurs, this module provides a safe environment in which students can develop their own ideas. This module offers 40 hours, over the 6 months period, face-to-face mentoring and the opportunity to work with small businesses. In 2020 45 students worked with 30 small businesses.

By increasing students' practical understanding of ethically sensitive issues and eliminating ignorance in relation to very specific issues, we are increasing the probability of them choosing to make ethically-sound decisions once they are no longer in the School.

Kingston Business School was nationally recognised for its effective role in supporting small businesses, local economies and student entrepreneurship through the Small Business Charter award in 2017 and in 2020. Kingston Business School was the first university undergoing the assessment process virtually due to the pandemic.



According to the SBC there is clear commitment from the University's Senior Management, including the Vice Chancellor to a strategic focus on enterprise, entrepreneurship and employability – all of which include meeting the needs of local SMEs and creating student start-ups. The University is an esteemed local anchor institution, evidencing engagement with influential organisations such as the Chamber of Commerce and South London Partnership. There is strength of engagement between the Business School and wider University with regards to Enterprise Education, including Expos, Live Briefs and Hackathons. The panel especially welcomed to see how the Central Unit is helping to develop staff skills in innovation tools and techniques. There is excellent embedding of applied practice in the curriculum such as the 'Consultancy in Practice' module. There is also excellent demonstration of engagement with other business schools in the UK and internationally.

The Small Business Charter (SBC) was developed by Lord Young, the Department for Business, Innovation and Skills, and the Chartered Association of Business Schools (CABS). In addition to providing business schools with a nationally recognisable kite mark award, the SBC also facilitates valuable knowledge sharing networks and promotes the sector to ensure the value of the business knowledge, management expertise, and enterprise education offered by our business schools is maximised and utilised (CABS SBC, 2019). The School is one of 34 UK schools to hold the award

and progress continues on this agenda as we work with colleagues across the University to champion entrepreneurship in all its forms.

Technology-Enhanced Learning (TEL)

Kingston University's technology-enhanced learning approach is designed as an enabling vehicle for knowledge acquisition, skills development and attitudinal change. We expect our graduates to be digitally literate and relevant in the workplace.

The University uses the Canvas VLE (Virtual Learning Environment), and this was supplemented in academic year 2020/21 with the MS Teams environment. Canvas provides the overall organisation for the in-class and online learning that is presented to students, mirroring the Course-Module structure. MS Teams is used for synchronous online class delivery. All academic and administrative staff are given training in the use of these technologies, and CPD is used as new features and pedagogic approaches are developed.

The student profile for the school indicates that many commute, have part-time work and family commitments. Because of this our learning and assessment strategy adopts a hybrid approach, with every module having in-class, online synchronous and online asynchronous participation. These use a range of methods selected to engage students actively, including problem and enquiry-based learning, work-based research and peer-assisted learning.

Pedagogic approaches derived from the Community of Inquiry model, Networked Learning and Learning Design Tools are used to underpin efforts to create communities of engaged learners. Course teams use a reduced version of the ABC Learning Design to plan their delivery derived from Diana Laurillard's conversational framework.

Technology Enhanced Learning is fully incorporated into this strategy, in classrooms with interactive whiteboards, wireless voting devices for class quizzes, and online with pre-recorded video, online tests, discussion forums and blogs. Online synchronous teaching uses videoconferencing, real time interactive polling and collaboration using online office tools.

There are many opportunities for student feedback on teaching and learning throughout the year including an Early Module Feedback Questionnaire, Staff Student Consultative Committees, Student Rep Surveys and the end of Module Evaluation Questionnaire (MEQ). This is combined with participation indication information from the attendance tracking system, Canvas and MS Teams to evaluate the effectiveness of the approaches that are used and to determine ongoing CPD needs. To compliment this, Canvas modules are audited against a quality checklist with feedback distributed through course teams and line managers with a focus on consistency and online teaching preparedness. Each course addresses this evaluation as a team.

Hackathons

In 2017, we trialled two successful Hackathons in the University and secured a grant of £75,000 from Santander Universities to establish the Kingston HackCentre. This had immediate impact at KU with greater numbers of colleagues embedding hackathons into their curriculum. Examples below:

- **BSc International Business with Business Experience:** We have developed a very successful partnership with Kingston University's Enterprise Education Group (EEG) and embedded one of their initiatives in the BS6204 Global Corporate Citizenship and Sustainability module. The EEG's Hackathon Experience has been integrated into the teaching and assessment so that current students are working with students from 2 European (Erasmus) universities and 1 university in Israel; together they have a problem to solve in relation

to corporate social responsibility. Student feedback at Student Staff Consultancy Committee (SSCC) and Board of Studies has already been extremely positive.

- **MSc International Business Management:** Students have taken part in Hackathons submitted by corporate businesses as well as public organisations. In 2019, these have included 20 hours working on a project from Surrey County Council: A Million Ways – an initiative about encouraging people to undertake social action or volunteering in their local communities. The results were taken to a Kingston-upon-Thames Civic Showcase event and to a Surrey County Council regional meeting focused on how to engage more diversity in the Council's thinking. This wider engagement with a range of organisations is seen as a critical part of Masters students' study, providing opportunities to engage with peers at a senior level in organisations. In addition, in 2018 and 2019, students were invited to an international online Hackathon with universities and colleges from UK, France and Israel. Students had the opportunity to develop an idea for a product or service. The 2019 focus was on the UN Sustainable Development Goal 11: Sustainable Cities. Lead by KBS, the 'Women Entrepreneurship Week' is an annual event that brings local business owners onto campus to pose genuine business issues for students to resolve in a mini-Hackathon. In the 2019/2020 event, in conjunction with Montclair State University, our students had a lecture by a Kingston alum who now owns her own business, followed by a panel discussion by local business owners before working closely with them in a Hackathon. A fantastic networking opportunity, undergraduate students studying entrepreneurship find the day inspiring and invaluable to work closely with successful entrepreneurs.



Hackathons at Kingston University

- We have run successful Hackathons across the university bringing together students and industry/community partners for knowledge exchange since 2017.
- These collaborative events for idea generation have exposed students to **real-world issues, working in teams** and **generating innovative solutions**. They have provided solutions to challenges set by our partners, enabling them to launch new products and services, and improving their operations.
- We also have experience of running online hackathons with academic institutions across Europe and Israel, bringing students together in **Virtual Teams** to propose solutions to global problems (UN SDG11).
- In response to the COVID19 crisis, we have run further online Hackathons, using **Breakout Rooms** to **enable group work**. These events have been well received and we have had positive feedback from participants.

Making Innovation Happen Online Hackathon – April 2020



A two-part online hackathon in collaboration with the Kingston Chamber of Commerce. Businesses posed one or more challenges they expected to face due to the CVD19 crisis. Students came up with innovative solutions to help their business. Students from the Business School worked with three business owners, developing consultancy skills and skills in ideation and innovation.

Output: 2 businesses developed new products as a result; one changed their Social Media strategy

Part One: business owners briefed students on their individual business needs and discussed the challenges they are facing. Students were encouraged to explore the issues and start to explore ideas - the initial feedback was very positive!

Part Two: students presented their ideas and worked further with their business partners to evaluate them against impact and feasibility criteria. Ideas ranged from virtual tea parties for clients, a social media campaign and a bespoke training package. Their group presentations fed into their final assessments.

I have been very impressed by how well prepared students have been.
I am very encouraged by how quickly you can build rapport online which will be vital for our business moving forward.

Chris Hirsch - Managing Partner, Holland Hahn & Wills

The event took place over three sessions hosted on Canvas Big Blue Button and Zoom utilising breakout rooms on both platforms.

1. Ideation workshop
2. Part 1 hack: introduction from businesses
3. Students worked offline to form ideas
4. Part 2 hack: idea presentation & evaluation

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Business School Masters courses Welcome Week Hackathon – September 2020

Challenge: 'the post pandemic world: making your contribution to our community'

Students worked in teams across different courses: MA Managing in the Creative Economy, MSc International Business Management, MSc Innovation Management & Entrepreneurship and MBA



The student explored these themes: the Kingston community is at a distance from one another and the university, what positive change can you think of to strengthen the sense of community? What is your role in this post-pandemic world and what are some innovations you can come up with?

Students came up with a range of ideas: an online platform to deal with isolation and mental health issues, an app to match unemployed people with students to offer upskilling courses, an app to show how busy shops are so people don't have to queue or visit during peak hours, an app for international students to get to know the local area and get mentors to buddy with.

Kingston Hub

Kingston Hub is a student-led group offering practical volunteering, paid skilled placements, project incubation and events. It works with the University to support students to upskill and make a difference by tackling social challenges, learning valuable skills and connecting with each other. Two prominent programmes; the Service Learning Programme (SL) and the Social Innovation Programme (SIP).

The SL Programme refers to a range of community engagement pedagogies that combine learning objectives with practical experience and community service. Service-learning involves students in service projects, applying their

classroom learning in real-world scenarios to affect positive change in the community whilst also embedding high order thinking skills in students. It meets learning outcomes in a way that increases student engagement whilst at University and employability after graduation as students are able to apply their knowledge to a range of contexts in the wider world and have a more reflective approach to their own learning. In 2019/2020, 450 Students Engaged in the Service Learning, while 1,500 attended training sessions.

The Social Innovation Programme is run three times per year and is open to students across the University, creating interdisciplinary groups to encourage knowledge sharing, cross-disciplinary thinking and communication skills. The student experience is scaffolded by training in teamwork, research methods, business report writing, and presentation skills. In the last year 156 students participated (after an application/interview process) working in groups of 5-6 to take on briefs for Community Partners. Over the six-week programme, they conduct research, write a report, and present their findings. In the same period, Kingston Hub have partnered with 27 community organisations over 29 briefs and, additionally, two student interns who are Alumni from the programme, now support the delivery of the programme. The Social Innovation Programme makes a significant impact on small businesses through volunteering, placements, Service Learning and training events.

Role-play technique to enhance MBA sessions

Sustainability and business ethics are embedded in the Kingston MBA, which also comprises a specific module on Responsible Management. In the classroom, in addition to tutor-led discussions, role-play scenarios are employed to take the theoretical frameworks off the page and into the workplace. Role-play scenarios help students to apply their knowledge to specific issues, encouraging students to share their views and consider other perspectives, illustrating the complexity of decision-making.

The role-play scenarios included in the Responsible Management module of the MBA involve students taking one of a number of stakeholder roles (such as Factory Manager, Government Official, International Labour Organisation Representative, Community Representative, Parent Company CEO) who are given a fictional sustainable development issue to address. The roles are randomly allocated to students and each student receives a brief on their role. Their negotiations take place in front of other students, who provide feedback and offer supportive critiques of the solution suggested. The scenarios require the students to draw on learning from their other MBA modules, and so follow an interdisciplinary approach to identify the economic, societal and environmental implications of the issues they are given, and of their suggested course of action.

Sustainability embedded in the University's supporting functions

Kingston University Procurement function has embedded sustainability in the catering, bus and waste tenders and the University has maintained its Fairtrade status.

The University operates a free inter-campus bus service for staff and students, extended to local train stations to support our relatively large "commuter" student population. It is on reduced service during non-teaching time but is timetabled every 15–20 minutes during teaching hours. A new fleet of hybrid buses, run in partnership with RAPT Dev London, has carried more passengers, reducing pollution by 75 to 90 per cent and carbon emissions by 30 per cent. Many students from the Business School use these new vehicles on a regular basis and the 'green' credentials are displayed on every bus, ensuring all who see them understand the importance of this step.

The University's institutional KPI on emissions from energy use continued to improve. Heating and lighting efficiency projects, rationalisation of servers and a shift to multi-functional printing devices have contributed. The University is

proud of its Corporate Social Responsibility programme, which is built into everyday practice and championed by the Estates team through its CSR Commitments:

Typical energy management projects as the Photovoltaics absorb sunlight and convert solar energy into a renewable and non-polluting source of electricity. The new Town House includes a 300m² solar array.

Our CSR Commitments





Ground source heat pumps are also used for heating and cooling the buildings. Heat is extracted from the ground during winter. In summer, the process is reversed as the relative coolness of the ground is used to cool the buildings. For example, the Business School at Kingston Hill campus has a 250kW ground source heat pump installed as shown in the picture below.



The new Town House at Penrhyn Road campus, opened early in 2020 and is the University's most sustainable development to date, reflecting our commitment to being environmentally conscious. The architects were briefed to accommodate sustainability in the design specifications and construction methods. The new Town House building includes a new 300m² solar photovoltaic array consisting of 200 separate PV panels, supplying 15% of the building's electricity. This system is the University's largest to-date and would generate approximately 50,000kWh of renewable electricity every year. The Town House also includes a 120kW ASHP system which extracts warmth from the air and acts like a refrigeration system in reverse with a high efficiency compressor generating heat.

The new building comprises of

- **Learning Resources Centre (LRC):** A modern LRC across several floors, including group and quiet study spaces and special collections.
- **Internal courtyard:** Supporting innovative learning and experimentation, as well as civic engagement and creative enterprise opportunities.
- **Specialist learning spaces:** Providing rehearsal areas for academic dance courses.
- **Two cafes**
- **Three new public landscaped areas**

The University works closely with the Royal Borough of Kingston. In Autumn 2020 a partnership of Kingston Council, Kingston University, Kingston First and the charity Creative Youth were successful in obtaining £200,000 from The Mayor of London's Getting Building Fund specifically for these public realm improvements. Although the creative space and workspace will bring new life to this area, there is an opportunity for the public realm to be redesigned and repurposed to offer new potential space for creative community activity and enticing gateways into the two new premises.

Kingston Business School facilities

Kingston Business School is located at Kingston Hill campus (one of the University's four teaching campuses); it is a 'semi-rural' site within the busy urban space of Greater London. The campus also offers almost 500 bedrooms in the halls of residence (of a total of almost 2,600 at the University).

In April 2012, the new £26 million, self-contained Business School building was opened. The four-storey 7,300m² building was designed in line with the University's sustainability agenda, as well as to facilitate staff-student interaction. The new building achieved a Building Research Establishment Environmental Assessment Method (BREEAM) rating of 'Excellent', the second highest rating available. It includes rainwater harvesting, a sedum roof (providing insulation, soundproofing and a micro-climate for birds), natural ventilation and low carbon-energy use, and renewable energy generation through a ground-source heat pump as referenced above.

The Library at Kingston Hill campus ('The Nightingale Centre') is directly adjacent to the Business School and provides books, journals and other print media suitable for courses held at the Kingston Hill campus. Students have 24-hour access during term time, and there is a dedicated business subject team offering expert support and training sessions. There are over 230 networked personal computers in the Nightingale Centre, including some quick-use machines in the learning cafe. These are supplemented by 48 laptops which can be borrowed for up to 4 hours. There are almost 330,000 books and over 275,000 eBooks available; there are a number of database subscriptions giving access to journal articles, financial data, marketing reports, statistics. Books on loan are automatically renewed, unless there has been a request.

The pandemic and the ongoing threat of potential lockdowns re-enforced some of the features of e-books which had already been in existence but might have previously been outweighed by print preference. It was much less easy to overlook how a collection with increased e-book availability was beneficial given E-books were available 24/7. Although an internet connection was required at the initial point of contact, titles or parts of titles could often be downloaded for later offline use wherever that was useful –for example commuting students could use en route to university to maximise their time E-books could be easily integrated into reading lists and into Canvas to give direct points of access to works that were needed. During lockdown demand for online content rose dramatically –e-book section requests with one supplier between April and July 2020 were 25% higher than in the same period in 2019.

The Nightingale Centre is a purpose-built, self-contained building on three floors and covers an area of 5,100m². It has almost 700 study spaces. To facilitate different types of student work, the building is zoned into ‘silent’, ‘quiet’ and ‘group work’ areas. There is an additional study space managed by the library in the Centenary Room including a variety of furniture. In addition to the main help desk there is drop-in support on the 1st floor, an online library chat facility available most staffed hours or students can contact their subject librarian directly.

The Nightingale Centre has a disability representative who works with the University Disability Adviser and University Dyslexia Co-ordinator; the Business School also has a disability support co-ordinator. The Library provides additional services and assistance, tailored to the specific needs of those students who have been assessed by the University and have an access card. Such adjustments to services might include library staff fetching items from the shelves for a user, or a user being entitled to extended loan periods. Some special equipment is also available in the Adaptive Technology Resource Centre. This includes a CCTV scanner for text enlargement, a networked computer with special software and a height adjustable PC table.

Students are given access to services from the main providers of corporate financial data (including stock prices, accounting data, etc.) from Bloomberg and Datastream (Thomson Reuters), via dedicated terminals in the Trading Room, and the atrium of the Business School has had a “ticker” live news feed installed in 2016.

Social facilities at the Kingston Hill campus include restaurants and cafés, common rooms, and the Students’ Union premises, which comprise a bar (licensed to sell alcohol), snack bar and leisure space. Sports facilities comprise: a gym at the Penrhyn Road campus; tennis courts at the Kingston Hill campus; and a playing field complex at Tolworth (about five miles from the Kingston Hill Campus) with tennis courts. The University rowing club operates on the River Thames, which flows through Kingston.

Students’ responsible leadership skills

All programmes in the Business School are developed to enable students to acquire responsible leadership skills. This is explicitly discussed in specific assignments, in their group-work, and in their general student life through recognition of the importance of student course representatives, peer assisted learning opportunities and assessment of their personality and the links to responsible and ethical leadership.

Responsible
Leadership
skills
development

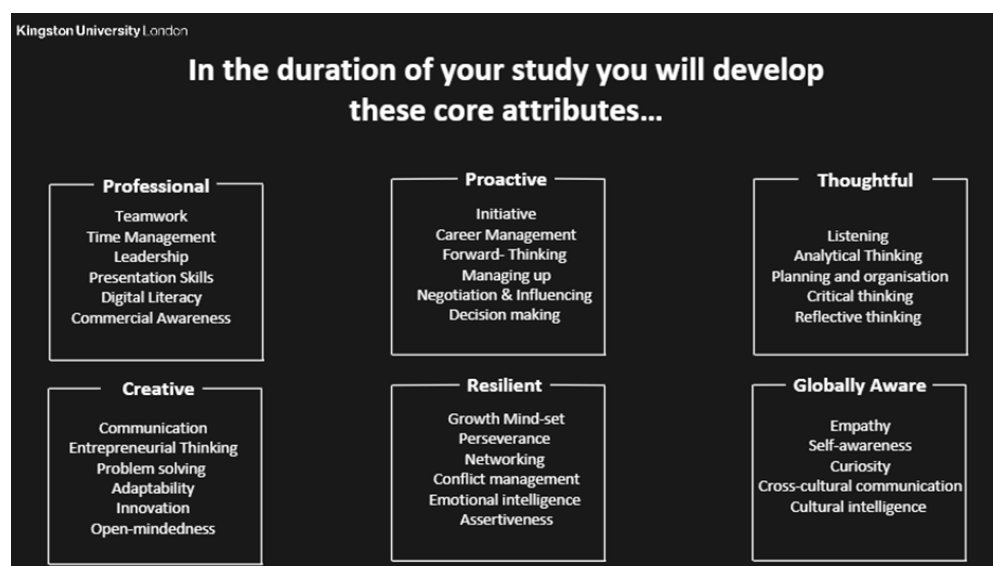
Self-awareness: student explores and reflects on their own strengths, personality, motivations and learning style.


Communication: verbal and written through oral presentations, class discussions and written assignments

Team Working: student considers other's personalities/profiles and strengths and weaknesses and how to build a strong team. The impact of this applied in their coursework when they work in groups and consider the challenges they face as a team. The new *Team Contract* tool is used in some modules to support think proactively about teamwork and guide them through teamwork. It has proven very successful in some L5 and L6 modules.

Networking: Building confidence in getting to know people, questioning and listening, before leaping into asking for something in a networking situation. Networking opportunities with business professional and leaders take place in the classroom via guest speakers, through client live-briefs, at Faculty and KU wide events.

Commercial awareness: of markets and industries including sustainability and the future of business. This provides students with the opportunity to debate what they believe in when it comes to business and business ethics. Students are given the opportunity to discuss about ethical finance, managing the environment, collaborations between companies etc. This enables students to consider what matters to them.



On skills acquisition and development	<p>The Kingston Award</p>  <ul style="list-style-type: none"> • The Kingston Award enables students to reflect on the skills they have gained by taking part in activities alongside their course. • Activities students can take part in to gain skills and help them stand out from the crowd in the jobs market range from sports, arts, faith, learning new skills, networking, students research work, student consultancy projects, etc... • Students are invited to reflect on the skills they build up answers for job application and interview questions. • Students receive a gold, silver or bronze certificate which will form part of their Higher Education Achievement Report (HEAR), a digital transcript of student's university accomplishments. <div data-bbox="1209 358 1410 779"> <p>“</p> <p>I am sincerely grateful that Kingston University offers this Award, as I believe it enriches my CV and shows and verifies that I have been continuously active and engaged with the university and the community during my three years of studies. I hope this will increase my employability. I think the Kingston Award is a good way to celebrate student's efforts and achievements and to encourage students to do more than just their course of studies. I found it straightforward to submit and, in case of help or doubts, there was always support available.</p> <p>”</p> <p>Jessica Cesana, International Business with Business Experience</p> </div>
Course representatives	<p>'Being a Course Rep has been an exciting learning opportunity. From meeting professionals to making new friends across levels within the university has been a great experience. Having attended Board of Study meetings and several discussion panels with Staff and other Course Reps throughout the year, this resulted in better student responses towards the course and towards improvement for all. The teachers also understood and heard the student voices well and we made some very positive changes!', from a Business Management Course Students Representative.</p> <p>The Student-led Learning and Teaching Awards are held annually to recognise the outstanding work that Course Reps do throughout the year. Nominations are submitted by staff and students.</p>

PRME Principle 4: Research

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

Kingston University's mission is to foster knowledge and learning that benefits society. Our institutional approach aligns research, knowledge exchange, professional practice and teaching within a framework of impact, supporting staff and students to work collaboratively on key challenges in areas such as health, technology, creativity and culture, business and entrepreneurship. Research underpins the University's response to various national agendas, including education and skills, and economic and social recovery after COVID-19. Equality, diversity and inclusion underpin our approach to researcher career development and the promotion of an inclusive research culture, driving institutional strategies to support staff and students. We currently hold the Athena Swan and Race Equality Charter Bronze awards and a number of diversity awards in recognition of work with staff and students. The University is a member of the University Alliance.

Research, Business and Innovation (RBI) services ensure effective governance, support and training for all aspects of research institution-wide. The core teams are: Research, including the Graduate Research School; Research Systems, Governance & Funding; Impact; Business Engagement; and Apprenticeships. Research leadership and management in academic units is provided by Faculty Associate Deans for Research, Business & Innovation, School Directors of Research and Directors of Postgraduate Research.

In 2020 The University invested in a 3-year subscription to a suite of Epigeum online research training courses (Professional Skills for Research Leaders; Research Integrity; The Research Skills Toolkit), both in response to the challenges of delivering training during COVID-19 and to develop a long-term blended approach. Mandatory research ethics training is supported by Epigeum online programmes and annual workshops led by the UK Research Integrity Office. In 2018 we introduced an online platform (from Infonetica) for the submission and review of research ethics proposals to ensure consistency of approach with effective governance at University level (KUREOS).

The University's approach to Equality, Diversity and Inclusivity (EDI) is fundamental to our research culture, supporting our mission to foster knowledge through positive engagement and partnership and informing the goal of societal impact of our research. Our sector-leading work includes the Inclusive Curriculum Framework, addressing the BAME degree awarding gap; and we have achieved Race Equality Charter and Athena Swan recognition at institutional level.

In 2020 new staff networks were created for Black, Asian and Ethnic Minority staff and LGBTQ+ staff respectively. The University recently joined the Stonewall Diversity Champion network to access best practice resources to support staff. Our work on improving gender equality has helped us reduce the median gender pay gap to 8.7% as at 31.3.20 which compares favourably to the HE sector pay gap of 15.5% in 2018/19. 11% (8 of 70) of substantive professors are BAME, compared to a benchmark of 10% in the Advance HE 2019 Statistical Report. 17% (28 of 165) of Associate Professors are BAME, compared to a benchmark of 10% for 'non professors' in the Advance HE 2019 Statistical Report. 23% of our academic staff are from Black, Asian or Ethnic Minority background.

At the forthcoming government Research Excellence Framework (REF2021) assessment, all 51 staff with Significant Responsibility for Research have submitted work in Kingston Business School, one of the two Schools of the Faculty of Business and Social Sciences (FBSS). Kingston Business School staff are affiliated with one of three subject area Departments (Accounting, Finance and Informatics; Management – inclusive of Organisational Behaviour and Human Resources Management; and Strategy, Marketing and Innovation) and also aligned with a research cluster.

The School Director of Research and Enterprise is responsible for the design and implementation of the Research strategy, in collaboration with the Faculty's Associate Dean (AD) for Research and research cluster leads. They all facilitate the sharing of experience of bidding for grants, of executing research, publishing and network-building, through mentoring, staff development initiatives and the organisation of research seminars.

The research culture in Kingston Business School is underpinned by staff and students being engaged in a range of activities, including projects, dissemination events, including seminars and workshops, and connectivity with external stakeholders. An illustration of this is the 2019 Entrepreneurial Finance for Green Innovative SMEs conference.

KBS, in association with the Institute of Small Business and Entrepreneurship (ISBE), organised and hosted the Entrepreneurial Finance for Green Innovative SMEs conference, in June 2019 at Kingston Hill Campus. Although the UK government has made a commitment to zero carbon emission by 2050, 'clean technology SMEs', struggle to raise finance for innovation. With SMEs representing 99% of all UK business, this poses a real threat to government targets. The conference brought together leading academics, policy makers and SME owners to discuss and showcase the interplay of policy and contemporary new innovative forms of entrepreneurial finance for early - stage green innovative SMEs.

Our experienced researchers frequently drive projects with external partners and funders. Working alongside are our early career research staff who are also forging ahead and establishing new connections in their own right.

The School has a large body of postgraduate students who bring a dynamic and fresh critical perspective to the issues of significance for the economy, business and society. Through the curriculum activities, we give training to the student in class and in leadership evaluations and modules.

In addition, we have developed a cohort of postgraduate research students who research in areas related to ethics, responsible innovation and sustainability themes, and currently include topics such as environmental risk disclosure, risk reporting, discrimination in the workplace, female and disabled people entrepreneurship, and precarious employment. These students are often international and are undertaking their data collection overseas; the outputs of the research have been directly applicable to international business.

Research activity is embedded in all academic departments of the AACSB-accredited Kingston Business School – across Accounting, Finance and Informatics; Management; and Strategy, Marketing and Innovation and the Small Business Research Centre. Further, our dedicated research centres and groups provide focal points for research in more specific areas and a network of internal and external collaborators for our academics.

Business School Research strategy

A full research strategy is embedded into Kingston Business School's planning, with research activity facilitated through workload allocation and funding, in alignment with the University's Research strategy. The Business School's Research strategy outlines our objectives to:

- Ensure KBS staff with significant responsibility for research make a demonstrable significant contribution to the activities, outputs and impact of one primary research hub.

- Ensure the strongest environment in terms of quantity and quality metrics for external assessments in terms of number of staff submitted, external income, impact, research student completions.
- Establish critical mass of research activity in thematic areas to define the intellectual direction and areas of excellence in the School.
- Ensure that research activity informs portfolio development and curriculum.
- Provide support for staff at all levels to develop and progress their career.
- Increase the number of PhD students within each thematic area.
- Promote and disseminate research outputs and activities through communication channels, knowledge transfer and exchange activities, community engagement and commercial activity.
- Achieve enhanced levels of external research funding.
- Develop strategic collaborations, international and national, to enhance research reputation, capabilities, capacities, and impact.

The interests of our academics and our responses to issues of importance in the world underpin our research groupings and wider research. Cross-cutting themes within Kingston Business School include entrepreneurship/innovation and behaviour research, while a global perspective is also prominent.

Business School Research Centres and Groups

Within the departments and/or the SBRC, the School's research strategy focuses on building communities of practice and external influence around areas of thematic excellence:

- Sustainable innovation and entrepreneurship.
- New forms of organising and ways of working.
- Strategic foresight and creativity.
- Capital markets, corporate governance and risk
- Customer insight.

Several of the Business School's research centres and groups have projects (past and present) aligned to responsible management topics. For example, several colleagues conduct state-of-the-art behavioural science research to provide a scientifically rigorous and ethically sound basis for effective decision-making and innovative problem-solving. Topics include vaccination decision-making, career decision-making, responsibility judgments, probability judgments and statistical reasoning, choice framing effects, the ethics of nudging, risk communication, insight problem solving, numeracy or the ability to think with numbers, the role of intuition in thinking and decision-making, motivation in the workplace and behavioural change, job performance, daily time management, procrastination, personal productivity.

The School supports an open access research environment and promotes Open Science within the research community. more widely through delivering Open Science presentations and training sessions and hosting the Kingston ReproducibiliTea Journal Club.

Our Open Access Champion, Dr Gourdon-Kanhukamwe has been Action Editor of the international, large-scale replication initiative SCORE project and has contributed to the administration, translation, and data collection of the Psychological Science Accelerator's COVID large-scale, open, project. Amélie also contributes regularly to international projects as replication forecaster. Prof Gaëlle Vallée-Tourangeau is a public endorser of the Responsible Research in Business & Management (RRBM) position paper and a member of the organising committee for the 2021 Responsible Research Academic Summit.

The Small Business Research Centre has an international reputation, based on an extensive portfolio of research and consultancy for public and private organisations worldwide. The Centre has accumulated expertise over 30 years; in 2018 the UK business population estimates that approximately 99 per cent of all businesses have fewer than 50 employees – with the proportion of small and medium size enterprises comparably significant worldwide the importance of study and understanding of this category continues. Its work for the Organisation for Co-operation and Economic Development (OECD) has addressed entrepreneurship and disadvantaged entrepreneurs, with a focus on women, older and younger people, migrants and disabled member of the population. This has resulted in a series of publications and input to a website for the OECD to encourage public policy makers to develop appropriate support measures (see: <https://www.betterentrepreneurship.eu/>). Harries' EPSRC funded project, entitled SESAME (<http://sesame.uk.com/>) addresses the issue of small business flooding within the climate change crisis. It seeks to understand and promote small business resilience through research and collaborating with government and industry. The SBRC has also recently undertaken research for the European Foundation for the Improvement of Living and Working Conditions (EUROFOUND), on the future of manufacturing, born global enterprises and their value chains. This involved analysing the relationships between businesses within a global value chain- either as a supplier or buyer - and how they negotiate and manage their relationships within these chains.

In terms of research, the Small Business Research Centre (SBRC) works with SMEs, support agencies and numerous private and stakeholder organisations and research into SMEs and the pedagogy of entrepreneurship is focused within the SBRC. Founded in 1987, the Centre's applied approach has involved working with national and international governments, supranational agencies and private companies. This involves the co-production of knowledge to build up an evidence base and provide sponsors with the grounds to strengthen their relations with SMEs and entrepreneurs with different demographic backgrounds and at various stages of development. Hence, engagement with SMEs, their owners and staff is often a necessary condition for empirical research. Whilst enterprise/entrepreneurship research in the Department of SMI focuses on small firm growth, innovation and entrepreneurship, venture capital and university spin-offs, the Small Business Research Centre provides an international focus on research policy development for entrepreneurship, small business, and growth. For example, The Small Business Leadership Programme is government-funded training programme for SMEs started in October 2020, led at Kingston University by SBRC member Dr Bahare Afrahi. The SBRC-run activities supported 294 business leaders and senior managers from 260 companies. The programme generated over £500,000 in income for the University.

For many years, the Small Business Research Centre (SBRC) has focused broadly on small business and entrepreneurship research. However, in recent years sustainable innovation and social entrepreneurship have emerged as leading themes, attracting significant income. Under the new leadership of Professor Audley Genus, the future strategy of the Centre will build on this development to enhance innovation, sustainability and related entrepreneurship research, education and engagement across the University. The intention is for the new SBRC to enable the University to align its activities more effectively with grand challenges facing society, such as climate change, and with key governmental policies, such as BEIS's Industrial Strategy, while continuing to address key issues facing SMEs.

Within SBRC, Professor Audley Genus conducted research on sustainable innovation and entrepreneurship in the ENERGISE project, which investigated energy-related consumption practices and innovation across the EU. The project ended 2019 and culminated in outputs of research papers presented nationally and internationally; a workshop attended by representatives from Hastings Council; two policy reports including recommendations benefitting SMEs, which have been also referenced in international working papers. The project funding of €3.2 million from European Commission, Horizon 2020 was shared across the collaborating universities with €420k for KU. On similar lines, KBS and SBRC held a joint business breakfast with the Carbon Trust on "Energy Efficiency", attended by 14 SMEs, as part of a national series of engagement events led by the Carbon Trust in this area.

Kingston Business School's Responsible Innovation Sustainability Entrepreneurship (RISE) comprises researchers who share aims and interests in connection with the transformation of society through the promotion and diffusion of sustainable technologies. The mission of RISE is to conduct excellent research on sustainability-related innovation and entrepreneurship, with a research agenda open to co-design with a diverse range of stakeholders, and to influence related policies and practices.

Kingston Business School's Diversity and Inclusion Research Unit (DIRU) brings together researchers with different methodological approaches and areas of expertise. The group comprises researchers who put emphasis on academic rigour and practical application, using qualitative and quantitative research strategies, and focusing on various facets of diversity (e.g., demographic diversity in terms of gender, ethnic background, age, and [dis-]ability as well as psychological diversity as reflected in personal values, attitudes, and self-perceptions). Furthermore, the researchers look at a range of potential issues related to diversity in organisations such as career development and attainment, low pay issues, and indicators of well-being.

Nationally and Internationally recognised research

Our research impact not only reaches nationally but also internationally. For example, research undertaken by Professor Audley Genus and by Dr Fatima Annan Diab, both from Kingston Business School, have been published in top-tier international journals and have been presented in international research conferences. We also have established partnerships, and host several seminars and conferences, as explained in the next paragraphs.

Professor Audley Genus: Sustainable innovation and entrepreneurship



Professor Audley Genus completed his PhD at Aston University in 1991. His doctoral research was on the topic of energy technology policy and innovation related to UK North Sea oil. Since then, he has pursued research on innovation and institutional change in the (renewable) energy sector and sustainable production and consumption. He left Aston University in 1993 to take up a lectureship at Brunel University and then later worked at Royal Holloway, University of London. He spent most of the 2000s at Newcastle University, where he was subject group leader for innovation. He has been at Kingston University - and a professor of innovation - since 2012. He was appointed Director of the Small Business Research Centre in January 2020, was awarded funding to set up Kingston Living Lab in December 2020 and took up the role of Associate Dean (Enterprise and Innovation) in February 2021.

Within the Small Business Research Centre, Professor Audley Genus conducts research of great relevance to the mission of PRME. His research focuses on sustainable innovation and entrepreneurship, for example in the 'ENERGISE' project, which is investigating energy-related consumption practices and innovation across the EU (36 months, 2016- 2019; funding: a total of €3.2 million from European Commission Horizon 2020, with €420k going to Kingston University).

Other recent projects illustrate a continuing concern to advance sustainability-related research, practice and teaching.

One of his recently completed projects include a project to support SMEs adopting new technology as part of the Business Basics programme of the Department of Business, Energy and Industrial Strategy, conducted with 14 UK university partners and administered by the Chartered Association of Business Schools (2019/20). One of his current projects is Kingston Living Lab (KLL, 2021-24, part-funded by Research England) which will support impactful research and knowledge exchange to help businesses, organisations and households to reduce energy use; and funding from SERI to hold two workshops on commons ecologies in 2021/22).

A related strand of research concerns responsible innovation, as exemplified by two recent publications: Esteves, Ana Margarida, Genus, Audley, Henfrey, Thomas, Penha-Lopes, Gil and East, May (2021) Sustainable entrepreneurship and the Sustainable Development Goals: community-led initiatives, the social solidarity economy and commons ecologies. *Business Strategy and the Environment*, 30(3), pp. 1423-1435. Genus, Audley (2021) Sustainable entrepreneurship research in the 2020s: an introduction. *Business Strategy and the Environment*, 30(3), pp. 1419-1422. Professor Genus advances the agenda (indicated by the above projects and publications) through his chairing of the Institute of Small Business and Entrepreneurship Special Interest Group for Social and Sustainable Enterprise (2016-to date), and his role as a member of the editorial board of the journal *Technology Analysis and Strategic Management*, the steering group of Sustainable Consumption Research and Action Initiative (SCORAI) Europe (2013-to date), all of which have over 250 members.

Internally, Professor Genus leads the Kingston University Responsible Innovation and Sustainable Entrepreneurship (RISE) group and the new Faculty-wide Sustainable Development Research Group, both of which give prominence to sustainable and responsible management issues and their embedding in our research, professional practice and education offer.

Dr Fatima Annan-Diab: Responsible Management and Business Ethics



Dr Annan-Diab is a Professor of International Business and Corporate Sustainability at Kingston University Business School. She joined Kingston University in 1997 with a background in financial management. She holds a PhD (International Business) from Royal Holloway, University of London, and has international professional experience in business education and management in Lebanon, Russia, Egypt, France and the UK.

Alongside her work at Kingston University, she is a member of the UK and Ireland Chapter Steering Committee to the United Nations Principles of Responsible Management Education (PRME), and she is also a member of the Race Equality Working Group for the Chartered Association of Business Schools.

Her research interests include the general area of strategy and international business, currently focusing on business ethics and sustainability. She works on projects on human rights and the multinational enterprise; the mining and oil industry impact on communities in Brazil, Nigeria, Ghana; developing sustainability reporting framework for mining companies in Russia; impact of ethics and stress on decision making; and purchasing behaviour and ethics. Her research has been presented in a number of international conferences and workshops has been given seminar talks and workshops.

Dr Annan-Diab regularly publishes in top-tier peer-reviewed academic journals and her work is widely cited. Recent publications include: Filippaios, Fragkiskos, Annan-Diab, Fatima, Hermidas, Amir and Theodoraki, Charikleia (2019) Political governance, civil liberties and human capital: evaluating their effect on foreign direct investment in emerging and developing economies. *Journal of International Business Studies*, ISSN (print) 0047-2506 (In Press) and Annan-Diab, Fatima and Molinari, Carolina (2017) Interdisciplinarity: practical approach to advancing education for sustainability and for the Sustainable Development Goals. *The International Journal of Management Education*, 15(2b), pp. 73-83. ISSN (print) 1472-8117

Dr Annan-Diab is the representative of Kingston University at the United Nations Global Compact Leaders' Summit and a member of UN PRME (United Nations Principles for Responsible Management Education).

Dr Bahare Afrahi: Entrepreneurship, Entrepreneurial exit decisions



Dr Bahare Afrahi is the Course Director of the BSc Entrepreneurship and Innovation Management Course in the Department of Strategy, Marketing, and Innovation and also lectures relevant modules. She is also a researcher in the Small Business Research Centre (SBRC).

She joined Kingston University in 2018 after working at the University of Essex for two years. Prior to academia she worked in the industry for a number of years as a Fire Engineer on projects related to the safety evaluation of steel structures, and, as an entrepreneur in the tech, retail, and publishing industries.

She received my PhD in Entrepreneurship from the University of Essex. She holds a Master of Research from the University of Liverpool, and the MBA in Marketing and Finance from Hanken School of Economics. She is also a Fellow Member of the Higher Education Academy.

Her research work focuses on entrepreneurial exit decisions and different strategies that entrepreneurs pursue to leave the venture, i.e., voluntary cessation, harvesting, and stewardship exit strategies. She is also interested in health and well-being and benefits of work disengagement as a cognitive choice or as a coping mechanism.

She received two Best Paper Awards:

*2017 Best Full Paper Award in Organisational Psychology at British Academy of Management Conference.

*2017 Best Full Paper Award from Australian Organisation of Employees' Health and Wellbeing.

To help entrepreneurs in developing their company's resilience and recovery from the impact of COVID-19 Kingston Business School launched the Small Business Leadership Programme in 2020 led by Dr Bahare Afrahi. Participants developed strategic leadership skills and the confidence to make informed decisions to boost business performance. The practical curriculum explored leadership, innovation, employee engagement, operational efficiency, marketing, sustainable practices, and finance.

Dr Bahare Afrahi was involved in The Leading to Grow Programme, which was funded by the Department for Business, Energy & Industrial Strategy, and Innovate UK. Led by the SBRC, Kingston Business School, along with 14 other Chartered Association of Business Schools across the UK, investigated the influence of digital education on the growth of microbusinesses. The project was led by Audley Genus and conducted by Bahare Afrahi and a team of entrepreneurs in residence. The programme helped small business owners to adopt new technologies suited to their business goals, and to develop the management capabilities they need to implement the technologies. The research design employed a random controlled trial method, whereby one group of businesses received an intervention, and a control group did not.

Her research has been presented in a number of national conferences and workshops has been given seminar talks and workshops. Recent publications include: Afrahi, Bahare (2020) Emotional closure and entrepreneurial exit. In: British Academy of Management (BAM) Conference 2020: Innovating for a Sustainable Future; 02-04 Sept 2020, Manchester, U.K.(British Academy of Management Proceedings); Afrahi, Bahare, Blenkinsopp, John, Fernandez de Arroyabe, Juan Carlos and Karim, Mohammed Shamsul (2021) Work disengagement: a review of the literature. Human Resource Management Review, p. 100822.

Dr Yuliana Topazly: Supporting women and women- entrepreneurs



Dr Yuliana Topazly is an experienced Enterprise Educator, Business Adviser, Mentor and an award-winning social entrepreneur. Yuliana holds a PhD in Business Management from University of West London and MA in Business Studies and Research from Kingston University.

In 2016, Yuliana was named 'Top 100 Most Inspiring Mentors in the country' by The Sunday Times and the Centre for Entrepreneurs; Yuliana was featured in the Migrant Entrepreneurship report 2016 published by the IoD and in the Alison Rose's report on Female Entrepreneurship in 2019. Yuliana won Croydon Business Awards for 'Commitment to the Community' in 2013 and 'Women in Business' in 2018. Yuliana also was part of the WISE 2020 Inspiration List: Women of inspiration: 100 social enterprise leaders showing COVID who's boss!

Yuliana is very passionate about supporting women and women-entrepreneurs. On International Women's Day, Kingston University launched its Women in Enterprise Network – a vibrant community of business-minded women, open to all current students and alumni. While the percentage of UK businesses owned by women is increasing, a disproportionate number of firms – around two thirds - are still male-led, lecturer in entrepreneurship Dr Yuliana Topazly said. "The Rose Review found that advancing female entrepreneurship represented a £250bn opportunity for the UK economy. We want to help bridge the gap, creating an ecosystem to maximise opportunity for currently hidden talent," Dr Topazly said. "Through this network, Kingston University will provide support to encourage female entrepreneurship among students and within the local community – facilitating conversations and providing information and knowledge exchange. Peer to peer support, mentoring and local role models are all hugely important."

Yuliana's research focuses on Entrepreneurship, Innovation and Development and Growth of SMEs. Her recent publications include Topazly, Y (2021) Evolve Conference 2021 'Navigating the Entrepreneurial Mindset: Empowering enterprising graduates through Diversity & Inclusion' Evolve Conference 2021 Oxford Brookes University; Seymour, S. and Topazly, Y. (2017), The Impact of Modern UK University Entrepreneurship & Enterprise Education on Entrepreneurial Actions: A Case Study of Russian Students, in P. Jones , G. Maas , L. Pittaway (ed.) Entrepreneurship Education (Contemporary Issues in Entrepreneurship Research, Volume 7) Emerald Publishing Limited, p.107 – 141, Encourage mothers back to work or lose a wealth of experience the HRD (thehrdirector.com), Yuliana Topazly: How employers can encourage and support mothers back to work – HR review , How to help mothers transition into maternity leave – and back again (peoplemanagement.co.uk).

Kingston Business School continues to host conferences, workshops and seminars for staff and students across the business and management community. Amongst the events hosted in 2020.

The Small Business Research Centre held several events for researchers and practitioners. A well-received, high profile example was a conference on Entrepreneurship Policy in Context in February 2020, held primarily for academic researchers and policymakers. The conference provided important lessons about the kinds of approaches required to foster inclusive entrepreneurship and entrepreneurship in emerging economies. In addition, students, staff and external guests could enjoy the popular SBRC seminar series, featuring talks on international collaboration among SMEs and their effect on innovative performance and language diversity in SMEs. The conference welcomed delegates and speakers from as far afield as Germany, Italy, Canada and Nigeria.

Now in its eleventh year the Annual Faculty Research Conference showcased research within the Faculty in a one-day event. The event offered the opportunity for academic staff and research students to present their research and receive feedback to enhance the quality of their research papers, and time was also allowed for feedback and discussion on new ideas and potential networking around the presented papers. It was a wonderful opportunity for staff to develop working relationships and see how various disciplines within the Faculty might be able to work together to produce outstanding research.

In light of the COVID-19 pandemic, the world of events took a momentary standstill as lockdown loomed and gatherings were banned. Because of this, new ways of hosting events and engaging with audiences had to be found. Luckily, in this age of technology, many avenues were open to us, including podcasts, webinars, and interactive Zoom meetings. We were quick to respond to change and it has been a wonderful opportunity to engage differently and positively with a broader audience, who are able to virtually attend uncurbed by distance or finances. When lockdown ceases, these technological advances will almost certainly remain in place allowing all of our events to remain accessible and open to all. The Business School launched a professional lecture series, hosted by the Director of MBA and Executive Education Portfolio, with a variety of Business School academics exploring topics ranging from Agile, to disengagement in the workplace, to cryptocurrency.

Research in the MBA course

Connecting real examples with a contextual framework setting, while demonstrating that innovation and sustainability can enhance investment return, has contributed to increase the number of MBA research projects focused on topics aligned to sustainability. Examples include research in:

- Digital marketing (understanding unethical online advertising practices)
- Agriculture (an entrepreneurial project exploring the potential of organic buckwheat production in Russia)
- Mining (development of an environmental reporting framework for the Russian coal industry)
- Corporate travel (assessing the impact of responsible travel on companies' value, resulting in a framework for implementing responsible corporate travel management practices) and
- Women career challenges and opportunities (the case for Russian Corporation).

Commitment to Research: Publishing Activity

Within the English Higher Education system, intellectual contribution to the field is often channelled toward publishing papers in peer-reviewed journals, but a number of Kingston Business School academics have also published books (often teaching-orientated) or have engaged in writing case studies. This contribution to the field helps Kingston Business School establish a presence in the business community, and both types of intellectual contribution feed into the teaching and supervisory process by providing a rich source of illustrative examples for students.

Publishing activity among core faculty members, over the past five years

	2016	2017	2018	2019	2020	Total
Journal article	85	86	67	116	107	461
- <i>Academic Research Articles</i>	39	81	62	115	86	383
- <i>Practice-Oriented Research Articles</i>	46	5	5	1	21	78
Book	3	2	7	3	1	16
Book chapter	13	12	17	13	9	64
Book review	0	0	0	1	0	1
Conference Proceedings	33	38	32	62	9	174
Research Monograph	0	3	14	10	1	28
Other	0	0	0	11	14	25
Total	134	141	137	332	248	1230

PRME Principle 5: Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Kingston Business School has several links to local, national and international business and industry as many members of our teaching staff are active in professional practice. Besides enhancing our understanding of key stakeholders' expectations, our connections enable us to run a series of guest speaker lectures and seminars, and our Business Services and our Knowledge Transfer Partnerships (government-funded scheme linking a company with a university and a graduate to work on a specific project) bring businesses, local entrepreneurs and universities together. We also offer a work placements programme, collaborative research where several partners work together, consultancy and contract research for individual clients, and PhD/Masters studentships (a company can sponsor a Kingston University student and benefit from their specialist knowledge and research studies).

The University's successful Executive Education Programme provided management and leadership training (run by the School) to companies including Volvo, Park Plaza Group and Merlin Entertainment. Kingston continued to increase its international summer school market, with new partnerships in India, adding to existing partnerships in China and the Middle East.

The majority of Business School students take part in live consultancy projects with a wide range of organisations, many of these include aspects of social and environmental responsibilities. The School runs Breakfast Briefings for local organisations covering a wide range of topics (examples include social media, outsourcing) and in all cases the social and environmental aspects are explored.

In addition, we have also established partnerships with other universities, government and NGOs in courses, research projects and lectures, as well as the participation in worldwide sustainability initiatives, such as Aim2Flourish. In this chapter, we detail our partnerships with The Russian Presidential Academy of National Economy and Public Administration (RANEPA); the Shri Vile Parle Kelavani Mandal (SVKM), in India; the Indian School of Business & Finance (ISBF), New Delhi; ESOF, Sri Lanka and GISMA in Germany. We are in the process of developing new partnerships with universities around the world including France. A comprehensive list of our accreditation and professional memberships is available in the Appendices.

The Quality Assurance Agency (QAA; the UK's governing and auditing body for universities) has praised Kingston University for the quality management of our collaborations. We recognise the need to ensure the quality of Kingston Business School programmes for the assurance of our students' experience/learning, as well as to ensure we maintain our strong reputation as a quality widening-participation university. These Higher Education collaborations are encouraged to work closely with organisations and develop their own influence on social and environmental challenges in countries where this may not always be a key priority, including Russia, India and Sri Lanka.

Engagement with corporate ‘players’

As a Business School, we continue to develop our engagement with the bigger corporate ‘players’. We do this by providing professional development events such as Upgrade Masterclass and Strategy into Practice – all of which are open for current students, staff and alumni to attend. Most recent talks have been given by executives and senior managers from Citigroup, Santander Bank, City of London Group and John Peters, former RAF pilot, inspirational public speaker.

During each of the two Careers Festivals of 20/21, a series of specific Business sector days were organised to match courses’ learning outcome and offer opportunities to students to learn about industries and network with major employers:

NatWest and P&G shed a spotlight on the Finance and banking industry, Bombshell PR and Atomic Communications Consultancy discussed the Marketing, Advertising and PR sector. Students were given opportunities to hear from a range of large employers such as Tesco, Lidl, Asda, Just Eat, GSK, PwC, MarketaXess on a range of topics such as Placements and Internship opportunities in their organisations, Entering the workplace with a disability, Networking and Preparing for Graduate recruitment.

Kingston Business School recognises the importance of equipping our students with best Digital Skills to prepare for their future education and careers paths.

- PG students were presented with opportunities to access free training at Sparta Global (technology skills powerhouse) to gain skills in technology such as Software Development, DevOps, Testing, Data and Business Analysis.
- The MOS (Microsoft Office Specialist) certification program was extended from L5 -only to all levels in 2021.

Led by the Head of School, a project to review and restructure the Business Experience team and interventions were carried out in 2020. This resulted in the restructuring of the team and the reorganisation of resources to build deep relationships with a range of local and national employers to support in-curriculum real world learning; future skills development; internships and placements; and graduate transitions at undergraduate and postgraduate levels.

The Business Readiness programme re-aligned to the University -wide Careers and Employability Service offer and the Student Employability Journey was redesigned.

Levels	Business Readiness / Careers and Employability Journey
L4 / 1 st year	Explore: <ul style="list-style-type: none">• Start exploring career options• Provide students with a set of employability skills that prepare them for a placement and to become life-long learners• Enable students to explore and identify their particular strengths and skills requirements• Motivate students to use the tools provided to develop skills and make the most of teaching and other activities• Enhance student’s ability and self-confidence to operate in an employment context• Support career development and enhance career prospects• Improve student’s ability to apply for and gain interview for employment
L5 /2 nd year	Plan <ul style="list-style-type: none">• Narrow down career options• Provide students with a rounded set of skills that prepare them for placement and to become life-long learners• Enable students to explore and identify strengths and skills• Motivate students to use the tools provided to develop skills and make the most of teaching and other activities• Enhance student’s ability and self-confidence to operate in an employment context

	<ul style="list-style-type: none"> • Support career development and enhance career prospects • Improve student's ability to apply for and gain interview for employment
L6 / 3rd year	Apply <ul style="list-style-type: none"> • Prepare and apply for graduate jobs, PG study or starting their own business • Enable students to feel confident approaching recruitment processes • Support students in their reflection on their Placement experience, drawing learnings on skills and behaviours acquired to decide on employment choices • Enhance student's ability and self-confidence to operate in an employment context
L7 / PG	<ul style="list-style-type: none"> • Prepare and apply for graduate jobs, senior roles, change of career, starting own business, PG placement • Feel confident when approaching recruitment processes, and to tailor CVs and applications • Support students in their career journey and preparation, and to be work-ready

Upgrade Masterclass series

From 2018, the Upgrade Masterclass series is presented in collaboration with the Kingston Business Society and aims to develop skills and knowledge for Alumni, SMEs, the local community and students. The masterclasses explore a variety of different topics, with the intention of developing skills and 'upgrading' everyone who attends. As well as self-improvement, masterclasses provide an opportunity for participants and industry professionals to network. Topics to date have included:

- Developing a growth mindset (February 2018) □ Role of storytelling to enhance your corporate brand (March 2018)
- The Future of Digital Marketing (October 2018)
- Turn your idea into an award-winning business (March 2019)
- Upgrade Leadership Breakfast (April 2019) The aim of the workshops, underpinned by our mission, is to generate an environment where participants can learn together and learn from each other. Feedback shows that at least 80% of attendees rate the workshops at 4, out of a possible 5. These workshops foster networks, increase our credibility with the SMEs with whom we have forged strong relationships and this in turn positively impacts our reputation, through word-of-mouth recommendations.

Partnership with Kingston-upon-Thames Chamber of Commerce

The Chamber of Commerce (KCC) is an active partner of Kingston Business School and the wider University. With nearly 500 members, KCC is the main business networking group in the Royal Borough of Kingston-upon-Thames (RBK) and is recognised as the representative body for businesses. The Chamber works closely with KU, with members providing mentoring for student/graduate entrepreneurs; providing challenges for Hackathons; evaluating pitches and product proposals. Business networking events are regularly held at KU, and the University is a partner and host of one of the Chamber's annual Expos, which brings footfall of approximately 450 businesses into KBS each year. Head of Enterprise Education, Dr Martha Mador, has been a Director of the Kingston Chamber for 4 years, and in 2019/20 is the President and Chair of the Board.

International partnerships

Our international partnership programmes have common learning outcomes focused on a general management theme, with a strong emphasis on strategy and in particular, its execution and implementation. The need for preparing future leaders to deal with sustainable development issues resulted in embedding, as core subject, sustainability, business ethics and CSR into all our modules. In addition, a specific subject was developed for MBA students, named Responsible Management, to provide a critical understanding of CSR and sustainability along with an appreciation of their development and growing importance. Business School academics have worked with colleagues from other departments, such as Law Schools, to develop and embed sustainable development issues across the curriculum. In postgraduate MBAs, sustainable development is often disconnected to the mainstream curriculum, but for being relevant to all students, we believe the information has to be embedded in all disciplines and stand alongside the content already taught.

The Russian Presidential Academy of National Economy and Public Administration (RANEPA)

Two programmes are delivered at RANEPA: the AMBA-accredited MBA (comprising two cohorts, the MBA and Executive MBA), and the MSc International Human Resource Management, accredited by the Chartered Institute of Personnel and Development (CIPD). The programmes are the same as those developed and delivered in the UK, and in many cases the module leader or teaching faculty also deliver the content in Moscow as “Flying Faculty”. Our post-experience programmes (in particular the MBA), are well-respected and the Executive MBA we deliver in Moscow have been voted Russia’s No. 1 in two national rankings: the ‘Secret Firm’ rankings table (‘Company Secrets’), and Narodny, where we have held this position for the past eight years. The programme gained the top scores for teaching excellence, challenge, practical relevance and theoretical knowledge.

RANEPA permanent faculty are also assigned to the programmes and, although all quality assurance and module management is driven by Kingston, these permanent faculty (as would be expected under their own review of our collaborative partnership) undertake appropriate programme management roles. These include sitting on committees associated with our quality assurance processes and procedures and/or advising on possible development of the programmes for the Russian market. They, therefore, undertake a level of active participation in the School’s governance. We also hire a number of adjunct supporting faculty that are recruited based on their industry expertise and experience, as this fits with the expectations of the Russian student cohorts.

Shri Vile Parle Kelavani Mandal (SVKM), Mumbai, India

This collaborative partner delivers the first two years of our three-year bachelors BBA (Hons) Business Administration. The collaboration has been running since 2006 and, on average, there are 40–50 students joining the course each year. We have seen more than 200 students graduating via this programme to date and are extremely proud of their success. All modules within the programme of study, and their curricula and assessments, are developed and monitored by Kingston module leaders for delivery in London and Mumbai. SVKM faculty delivering the teaching on the modules are reviewed, and approved as suitably qualified for Kingston Business School, and act as on-site module leaders to the students; however, all decisions relating to module content, assessment and quality assurance are taken by the Kingston module leader.

As with RANEPA, the permanent SVKM faculty undertake programme management roles such as sitting on committees associated with our quality assurance processes and procedures, and they, therefore, undertake a level of active participation in the School’s governance.

GISMA, Germany

GISMA Business School, the German International Graduate School of Management and Administration, was founded on the initiative of former German Chancellor, Gerhard Schröder in 1999.

Announced in 2018, the academic collaboration between the two institutions (GISMA and Kingston University) allows students to access UK postgraduate degrees in Germany.

GISMA Business School marked the official launch of our partnership in Hanover on 21st May 2019 welcoming the first student cohort for the MSc International Business Management. There are 2 cohorts, January and September intakes, and the teaching mirrors the teaching in Kingston Business School.

As with our established delivery in Russia, the programme(s) are the same as those developed and delivered in the UK, and in many cases the module leader or teaching faculty also deliver the content in Germany as “Flying Faculty”. After the first Hanoverian cohort, all delivery is now undertaken in Hamburg.

The GISMA team undertake some teaching with staff that we approve based on their industry knowledge and experience. The permanent team are fully engaged with student support including wellbeing, career development, Visa services etc.

GISMA is part of the Global University Systems (GUS), a network of HE institutions that are responsible for marketing, student recruitment and student admissions to the courses in line with Kingston University policy.

Indian School of Business & Finance (ISBF)

Indian School of Business & Finance (ISBF) is a unit of Teamwork Education Foundation (TEF), a registered not-for-profit organisation which also operates a Design School, Indian Institute of Art & Design (IIAD), in collaboration with Kingston School of Art, Kingston University (KU). ISBF was set up in 2006 with the vision of delivering a world-class undergraduate education in India, in partnership with globally renowned institutions such as University of London and The London School of Economics and Political Science (LSE) and is one of the leading providers of international education in India today.

The Business Management BSc (Hons) programme offers students the best of both worlds. Students undertake the first 2 years of this degree in India at ISBF. Then, upon successful completion of these 2 years, all students move to Kingston University, London to complete their 3rd year.

The curriculum covered in this programme is validated by Kingston University and the degree is awarded by Kingston University.

All students transfer to Kingston University after 2nd year and are exempt from appearing for IELTS. They also enjoy the same work and visa-related benefits as international students who completed all three years in the UK, but at less than half the cost. The students enrolled in this programme also have the chance to opt for a fourth year, where they will undertake a one-year work placement.

ESOFT, Sri Lanka

ESOFT has long-standing experience of delivering UG/PG programmes with Kingston University's (UK) Faculty of Science, Engineering and Computing via franchise arrangement. ESOFT has also experience of delivering UK UG business programme with London Metropolitan University. As the largest, private sector, Higher Education network in Sri Lanka with 40 centres island wide, ESOFT creates opportunities for over 35,000 students every year. Since its inception in 2000, it has built a solid reputation for delivering high-quality and affordable academic programmes ranging from certificate to postgraduate level, across a variety of disciplines including Computing, Business, Hospitality, Engineering, Language Training and Personal and Professional Development.

The 2+1 structure of Kingston University's transnational BSc (Hons.) Business Management, BSc (Hons.) International Business, and BSc (Hons.) Entrepreneurship and Innovation programmes, with the first two years in Sri Lanka and the

final year in the UK, provides an excellent solution and an important opportunity for students, that of enrolling for an international education without incurring the associated health and financial risks of studying abroad immediately.

Business internships programme

At Kingston Business School, we are aware of the growing need for graduates to be equipped with the necessary skills to be able to hit the ground running in the workplace. With an embedded Business Readiness programme and an internship scheme dedicated to enhancing our students' transition from university to the world of work, we are leading the way in student employability. We have had great success with the internship programme so far and have received glowing feedback from employers about the contribution our students are making in the workplace.

Based on the learning from the two first years of Internship programmes from our Level 5 students, the duration of the internships was adjusted in 2020 from 6 months to 3 months to fit better within the academic calendar and businesses' recruitment cycle for summer internships.

The figures for 2020 and 2021 reflect the economic impact of the COVID Crisis on student recruitment for internships: Lockdown# 1 in March 2020 forced a number of companies and organisations to either stop offering internships or cancel ones already offered and accepted. Yet, 66 students successfully completed a work-based internship in this difficult economic environment.

In 2021, figures for the Business students are encouraging with 73 students securing a work-based internship and a further 96 enrolling on one of the alternative internship options (*Consultancy in Practice / The Entrepreneurship Experience*). Students will be doing their internships in organisations such as Lloyds Banking Group, Media Vision, Brand Advance, Blue Ninja, in wide variety of roles such as Marketing Executive, Digital Marketing, Information Security, Marketing Management and Analytics Intern, Finance/Payroll administrator.

Additionally, in 2020, Kingston Business School Placements Team started to support PG students to prepare, access and secure their year-long placement. Numbers so far are very positive given the environment of COVID-19 crisis and impact on students' placements. From the Sept 2020 cohort 118 PG students are currently on placements, from the January 2021 cohort: 180 PG students have secured or started a placement.

Lloyds Banking Group Marketing Internship

In the summer of 2019, Kingston University and Lloyds Banking Group (LBG) piloted an 8-week marketing internship for BAME students in their penultimate year of a Marketing degree. Five places were offered by LBG, nine students applied, 4 students attended interviews and were offered a marketing intern role. One student said that this opportunity completely changed his life, another student remarked on LinkedIn the essence of skills and in-depth learning gained from this opportunity. This student stayed in touch with LBG and a year later, he was invited to apply for a full-time role of Marketing Assistant, which he then succeeded to obtain.

Based on the success from the 2019 internship programme, Lloyds confirmed their partnership with Kingston University to continue the 8-week internship programme on a repeat annual basis. In 2020 15 applications were shortlisted and invited for interviews. The Recruitment day had to be cancelled due to COVID-19 in March 2020. In 2021, KU negotiated with LBG to open the opportunity to all programmes- and not to limit it to just the Marketing & Advertising programme. The standard of applications was of high quality, resulting in LBG increasing the initial number of intern positions offered from five to seven, of which some were offered to none BAME students.

PRME Principle 6: Dialogue

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

Kingston Business School benefits from an Advisory Board, which creates a formal mechanism through which the leadership team can obtain an external perspective on its mission, work and reputation. The members of the Advisory Board are experienced and influential representatives from the business community, not-for profit organisations and academia. They have a threefold remit:

- To provide strategic input into the School's portfolio of teaching, research and enterprise activities.
- To provide advice and support in enhancing the reputation and profile of the School.
- To provide advice and support in securing and maintaining funding from external sources.

The Business School has been active in global sustainability dialogue mainly through its strong links with the industry, professional associations, and research programmes. The School also interacts with, and is accredited by, a number of professional bodies, which support corporate engagement for our students. A number of staff undertake a significant level of private consultancy and the Small Business Research Centre regularly undertakes contract research for government and companies; other faculty hold directorships of external organisations.

Strong links with the corporate world

Kingston Business School supports continued engagement with the business world via the UK government-funded Knowledge Transfer Partnership (KTP) scheme. This scheme supports the interaction of regional SMEs with local academics to work on a defined project, allowing academics to transfer their specialist knowledge to the business aim. The work is undertaken by a fairly recent graduate (an associate), under the joint supervision of personnel in the firm and two academics.

As part of our Festival of Women Entrepreneurs, we hosted Women Entrepreneurship Week: SMI Women Entrepreneurship Week Conference in October 2018, 2019 and 2020. The Events brought together 70 second-year Business School students with 12 leading female business owners from a range of companies (including start-ups) alongside more established companies. We gave all the attendees the opportunity to attend a specially formulated workshop delivered by the Mayor of London's entrepreneurship team. The morning highlighted sessions that considered the challenges of building a business and in the afternoon, everyone took part in a mini-hackathon with the students. NB: We have a HackCentre, a partnership between Kingston University and Santander. This gave the attendees a great opportunity to present a challenge or problem that their business is facing, and the students focused on that and worked to provide innovative solutions / ideas to the business owners.

The Business School also creates engagement with the corporate world through the activities of the Business Development team, including, for example, Business Breakfasts, Kingston Business Expo, and the Women's Enterprise Network. The Business Expo is run in conjunction with the Kingston Chamber of Commerce, and includes

a business networking breakfast, seminars held by Kingston Business School lecturers, and an exhibition floor for local small and medium-sized businesses. Approximately 500 people attend the event annually.

Employability is embedded into the curriculum, and is supported by the Employability Consultant, who is a member of the University careers and employability service but is dedicated full-time to the Faculty of Business and Social Sciences, and by the Business and Professional Experience (BPEx) team who support the new undergraduate and postgraduate corporate placements. A wide range of activities and support services are established, where students engage with the professions. These include:

- A series of 'Spotlight on...' sessions that involve a panel of employers who make presentations about their industry sector and field questions from students. These have included Banking and Finance, Human Resources Management, Marketing.
- A series of 'Speed Interviewing' events where students have the opportunity to practice their interview skills via participation in three or more 5-minute interviews with employers.
- The 'Strategy into Practice' series, where leading industry figures and entrepreneurs discuss their education, careers and experiences to staff and students (more details in the next sub-section).
- Recent graduates and longer standing alumni participate in employability workshops and presentations.

KBS Alumni Relations Strategy (2019/20)

An Alumni Relations strategy has been developed to direct the engagement of KBS alumni over the next 3 years. The strategy focuses on four engagement activity categories (as defined by the Council for Advancement and Support of Education [CASE]); Volunteering, Experiential, Communication and Philanthropic to which initiatives and activities are aligned and measured. With this strategic approach comes a full communications plan, costed activity plans for 2019/20 and initiatives and ideas to be developed for 2020/21 and beyond. It is designed to dovetail into the KU alumni offer taking full advantage of events such as Kingston is Global 2019.

Kingston Connect

In 2018 the Business School invested in an online Alumni engagement platform through an external provider, Graduway. This was opened initially to MBA alumni/students and will be expanded to all postgraduate alumni in the next 6 months and all UG alumni thereafter. Kingston Connect facilitates alumni to connect with each other, share photos, expand their professional network, share jobs etc. The platform is also open to students of RANEPa, our Russian delivery partner, providing an additional international element to all students.

Strategy into Practice

The premium Strategy into Practice seminar series – which has been running at Kingston for over a decade – is an opportunity to gain insights of strategy within business and not-for-profit corporations. Top executive guest speakers give first-hand accounts on strategic challenges in their industry and how they strategically steer their organisation to compete successfully and deal with complex issues such as international growth, innovation and corporate social responsibilities. Attendees have the opportunity to ask questions and network after each session with the speaker, other local business leaders and academic staff from Kingston Business School.

The 2020 series of industry-respected Strategy into Practice seminars kicked off with Former RAF pilot John Peters focusing on leadership, resilience, uncertainty, motivation, strategy and change.



John Peters knows more than most people about dealing with uncertainty, change and performing under pressure.

In January 1991, during the Gulf War, John was the pilot of a Tornado GR1 Bomber in Iraq when he was hit by a Surface to Air Missile, forcing him and his navigator, John Nichol, to eject over enemy territory. Shortly after parachuting to the ground, the two men were captured by Saddam Hussein's forces. For the next seven weeks John was a Prisoner of War, his battered and bruised face paraded on Iraqi state television and around the globe by Saddam Hussein's brutal regime.

Despite enduring sustained physical and psychological brutality and torture, John shared with his audience that he emerged from his experience a stronger, more resilient, and more confident individual and resumed his flyer career. He described his ordeal as probably the making of him.

His attitude, insight and ability to relate his experience to everyday challenges has made John so sought after as a speaker and explains why so many are so eager to hear him speak.

In 2000, John Peters retired from the RAF as a Squadron Leader and set up his own management consultancy firm focusing on helping blue-chip organisations by providing business-critical development, consulting and coaching through a leadership lens.

With over 15 successful years of public speaking, John has gained an international reputation as an exceptional and versatile speaker with audiences worldwide ranging from 5 to 5500 people, from corporations to charities, from royalty and heads of state to schools. He was the sole reader representing the British Armed Forces at the National Gulf Memorial Service, in front of Her Majesty, The Queen, presented the Sir James Martin Lecture at the Royal Aeronautical Society in the presence of Prince Philip, and has followed Mr Nelson Mandela on stage in South Africa for which he gained a standing ovation!

John Peters was appointed a Board member and Chair of the Association of MBAs. He was the Director of Performance for the Executive MBA at Aston Business School; he is a Fellow at both Kingston and Henley Business School and a Governor of the Royal Grammar School Worcester.

John has written two best-selling books and a documentary; *Tornado Down*, which was Independent Documentary of the Year and a BAFTA Award Nominee. His next book focuses on leadership in uncertainty.

The audience left with an inspired sense of purpose, with a greater understanding of how to cope with unexpected change and how to drive through these difficulties to set and achieve real goals.

PRME activities

Kingston Business School staff regularly attend PRME conferences, being an active member of the UK and Ireland Chapter, and also participate in the PRME global forum.

Professor Fatima Annan-Diab is member of the UK and Ireland steering committee programme to deliver the UN Sustainable Development Goals. The main focus of the Steering Committee is to ensure inclusivity, human rights and equality are embedded in the curriculum for students. In addition, the Committee facilitates dialog and debate amongst educators, students, businesses, government, on issues such as diversity, race, culture and inclusion.

Kingston Business School is also involved in the PRME Working Group on Sustainability Mindset, which seeks:

- To impact students and support them in developing a mindset for sustainability.
- To lead students to work on Sustainable Development Goals (SDGs) based projects making a difference in their community, and to document it.
- To create and document tools and exercises that best develop the sustainability mindset.
- To produce papers and present at academic settings.
- To connect with other departments and/or faculty in their respective institutions, to promote a sustainability focus and create synergy.
- To create a network of mutual support that can be a resource for each other's institutions.

By sharing experiences and insights, the PRME Sustainability Mindset Working Group has created a learning-teaching-researching network of support with the aim to accelerate a mindset change in business students for a sustainable planet. As part of this working group, both Fatima Annan-Diab and Ana M Pedraz participate in several activities:

Lead students to work on SDG based projects making a difference in their community, and documenting it:

AIM2Flourish UN SUSTAINABLE DEVELOPMENT RESOURCES

Incorporating elements of the AIM2Flourish Higher-Education curriculum for Business and Management School students in the modules to teach Master students at KU about the UN Sustainable Development Goals (SDGs), and business' role in achieving them.

Produce video clip and present at 2019 AOM:

ACADEMY OF MANAGEMENT 2019 ANNUAL MEETING Boston, MA.

The Working Group will lead a Professional Development Workshop entitled "From Inclusive Thought to Action: How Can We Develop Individuals that Shape a More Inclusive World?". An interactive experience based on student's video clips discussing what is possible and happening in terms of inclusivity on a wide cultural and geographical scale.

Create and share tools and exercises that best develop a sustainability mindset:

DEVELOPMENT OF DIGITAL MARKETING TOOLS

Development of a Social Media Campaign to support the 'Inclusive World' theme in AOM 2019.

Create a network of mutual support that can be a resource for each other's institutions within the PRME WG:

PARTICIPATING IN WEEKLY VIRTUAL MEETINGS

Joining the formal and informal conversation and meeting colleagues from around the world to share experience and tools that can be used to develop the sustainability mindset with students.

Encouraged the co-creation and dissemination of knowledge on CSR and sustainability with other institutions outside the PRME WG to promote a sustainability focus and create synergy:

COLLABORATIVE RESEARCH BETWEEN KU and Lviv Polytechnic National University (ERASMUS +) 'The Development of Corporate Social Responsibility Research: A Bibliometric Analysis'

Kingston Business School staff regularly attend EFMD, AACSB and other conferences related to Responsible Management. PhD students are also encouraged to send research papers to these conferences and attend them.

Fairtrade is part of the routine for Kingston Business School students. The University is a Fairtrade university, assessed by the Fairtrade Foundation, prioritising Fairtrade products, according to our Fairtrade Procurement p

Policy, launched in 2014. The University sells Fairtrade products in all our food outlets, and all the coffee and tea we sell on our campuses is Fairtrade. Business School students also learn and debate about Fairtrade during the lectures, as this topic is an integral part of the curriculum. The School also promotes Fairtrade exhibitions.

Future Objectives

With roots in professionally orientated programmes, widening participation, and a genuinely diverse and international faculty and student body, our focus is on creating and unlocking life-changing opportunities through learning and research that influence behaviour and professional practice.

Kingston University's Board of Governors has approved a £325m investment programme which, over the next decade, will continue to create high quality buildings and landscaping to improve the teaching and learning environment. The new buildings will be innovative, environmentally sustainable and flexible enough to adapt to future needs. Part of this investment is the Town House, previously mentioned in this report.

The Business School continues in a period of dynamic development and innovation. The School aims to fulfil its mission across four areas of activity: undergraduate education, postgraduate education, executive short courses and summer schools, and research. In terms of strategic planning, 2015/16 was a transitional year, with a major focus on actions for medium- and long-term development. 2016/17 saw a major initiative implemented: the new undergraduate degree portfolio with integrated business experience. 2017/18 saw the new postgraduate portfolio implemented, along with significant progress towards realising our research objectives.

In 2017/18 the University launched the Plan 2020 transformation programme to quickly improve and make a step change in teaching quality and research, as well as to control the size and shape of the University, securing academic and financial sustainability. Over the next year, the focus of the Plan 2020 programme turned to a full redesign of the professional and support services within directorates. The Professional and Support Services Redesign (PSSR) was seeking the creation of a more cohesive organisation, better able to support the delivery of the University's strategic aims, as well as responding to the current and future development of the external environment, targeting reinvestment in areas of the structure where it was considered necessary. The PSSR was ensuring that support services within directorates and infrastructure provision were proportionate to the size of the University envisaged in Plan 2020. The redesign was also ensuring that directorates were supporting the University's academic endeavour through an enhanced service culture. The redesign provided a substantially more flexible, professional, and dynamic service to students, faculties and academic staff.

The PSSR

- aligned to the University's mission and vision for its faculties and students
- enabled career pathways, career development and personal growth
- included collaborative organisational structures that worked in synergy with each other
- enhanced service delivery
- flattened organisational tiers

The Kingston University (KU) strategic plan was reviewed through a detailed consultation process in 2020. KU22 was originally launched in early March 2020, at a time when the University had made massive improvements through Plan 2020, the preceding improvement plan. The KU22 strategic plan continued the significant work undertaken as part of Plan 2020 in delivering academic success, financial stability and more effective professional and support services.

However, as the full force of the pandemic crisis hit the University, efforts were re-directed to ensure the community was kept safe, and to support students to progress with their studies in this new reality and this was updated to generate the new plan. Now that the end of restrictions and uncertainty are in sight, the University has capacity to re-focus on the delivery of the strategic plan. To symbolise this new phase, a + sign has been added to KU22, which also mirrors Kingston's commitment to delivering its aims in this altered environment. This plan prioritises four overarching priorities:

Developing sought-after students, Advancing knowledge and impacting society, Increasing and diversifying income and Working in a diverse and vibrant learning community. These priorities enable the University, including the two Schools within the Faculty of Business and Social Sciences, to focus on clear objectives and a Faculty Strategic plan is in place to dovetail with the KU plan and will be implemented and operationalised through 2021/22. With this strategic approach comes a full communications plan, costed activity plans and initiatives and ideas to be developed for the School.

A full research strategy is embedded into Kingston Business School's planning, with research activity facilitated through workload allocation and funding.

The School's Director of Research and Enterprise is a member of the School Management Group, and therefore has a direct input into School-level strategic decision-making, the annual planning cycle and budgetary allocation.

All research-active staff are allocated time on their workloads to develop their research and publications. Faculty have generally at least a third of their time available for research.

Strategic objectives for the current five-year period are:

2019 Objectives	2019 Objective met?	Target for 2023	KU22+ Objective(s)
Support all students to realise their potential academically and in the world of work and maintain our relationships with them as alumni.	In full More students and alumni have engaged in Sustainability and Ethical management modules and projects such as dissertations, conferences, external lectures etc.	Yes	Developing Sought After Students
Continue to develop our portfolio of undergraduate and postgraduate programmes.	Partially Curriculum development is a work in progress with potential to increase the number of hours of CSR teaching at Masters level	Yes	Increasing and Diversifying Income
Continue to improve our pedagogy.	Partially Expansion and development of responsible management and/or SDG related teaching materials is in progress through the actualization of teaching notes, case studies and assessments and virtual learning environments	Yes	Developing Sought After Students
Deliver and support our portfolio with engaged staff: academic staff will inform their teaching with current research, scholarship, and practice; and all academic and professional staff will engage with continuing professional development and maintain professional values to enhance the student experience.	Partially Training of new staff through PRME Leap and additional Sustainability Leadership Courses. Strengthen ties with other academic institutions searching for collaboration opportunities	Yes	Advancing knowledge and impacting society
Maintain a staff: student ratio and class sizes that enable the delivery of engaged student support, encourage innovation in teaching and learning, and allow time for a higher level of research activity.	Partially Staff: student ratios have allowed close interaction with students and we now aiming to move from driving awareness to creating action	Yes	Working in a diverse and vibrant learning community

2019 Objectives	2019 Objective met?	Target for 2023	KU22+ Objective(s)
Further develop enterprise engagement.	Partially Planned project to engage companies recruiting from KU to provide information about what sustainability and ethical competencies they seek in graduates and share these with Board of Studies and students	Yes	Increasing and diversifying income
Continue to provide a research environment that allows staff and students to flourish and expand the scale and quality of engaged and impactful research.	Partially Create a research data base of Kingston University faculty and students' publications and engagements on Sustainability related topics	Yes	Advancing knowledge and impacting society

Full details of the KU 22+ Objectives can be found in the Appendices (Appendix 5).

Appendices

1. Accreditations and Professional Memberships

Kingston Business School believes that gaining accrediting and professional body approval is vital in encouraging a culture of continuous improvement and ensuring we are meeting the latest professional standards. Most of these accrediting bodies also require promotion of ethics sustainability and social responsibility and we are proud that we meet their standards. These accreditations include:



The Association to Advance Collegiate Schools of Business is a major international accreditation for Business Schools. It requires ongoing alignment with 15 standards, and a focus on delivering a Business School's vision and mission.

Kingston Business School received a full five years' accreditation in 2016.



AMBA accredits MBAs (and associated degrees) as an external quality measure, as well as acting a professional membership network for MBA graduates. AMBA accredits:

- MBA (Kingston and Moscow; all cohorts)
- International Business Management MSc (plus pathways)
- DBA (not currently recruiting)

Kingston Business School received a full five years' reaccreditation in 2018.



EPAS (EFMD Programme Accreditation System) is a programme-level award from EFMD (the European Foundation for Management Development), accrediting international business and management programmes, and is an external quality measure. EPAS accredits:

- International Business with Business Experience BSc (Hons)
- International Business Management MSc (and pathways)

Kingston Business School received a full five years' reaccreditation in 2017.

Professional body accreditations

ABP: The Association of Business Psychologists accredits:

- Business and Occupational Psychology MSc

ACT: The Association of Corporate Treasurers offers professional exam exemptions within:

- Accounting and Finance with Business Experience BSc (Hons)
- Finance MSc
- Accounting & Finance MSc
- Financial Business Management MSc
- Banking & Finance MSc
- Investment & FRM MSc

ACCA: The Association of Chartered Certified Accountants offers professional exam exemptions within:

- Accounting & Finance with Business Experience BSc (Hons)

BPS: The British Psychological Society accredits:

- Business and Occupational Psychology MSc

CIM: The Chartered Institute of Marketing offers professional diplomas, and recognises exemptions through their Graduate Gateway within:

- Marketing and Advertising with Business Experience BSc (Hons)
- Marketing and Brand Management MSc
- Marketing Communications and Advertising MSc

CIMA: The Chartered Institute of Management Accountants offers professional exam exemptions within:

- Accounting & Finance with Business Experience BSc (Hons)

CIPD: The Chartered Institute of Personnel and Development accredits:

- Human Resources Management MSc
- International HRM (Kingston and Moscow) MSc
- Business Management with Business Experience BSc (Hons) (HRM specialism)

CIPR: The Chartered Institute of Public Relations accredits:

- Public Relations and Corporate Communications MA
- Marketing Communications and Advertising MSc

CIPS: The Chartered Institute of Procurement and Supply accredits:

- Logistics and Supply Chain Management MSc

ICAEW: The Institute of Chartered Accountants in England and Wales offers professional exam exemptions within:

- Accounting & Finance with Business Experience BSc (Hons)

RICS: The Royal Institution of Chartered Surveyors accredits

- Real Estate Management BSc (Hons)
- Real Estate MSc

Memberships



The Principles for Responsible Management Education (PRME) were developed in 2007. Under the coordination of the UN Global Compact and leading academic institutions, the PRME task force developed a set of six principles which lay the foundation for the global platform for Responsible Management Education. Kingston Business School has been an advanced signatory of PRME since 2015.



Kingston Business School is an active member of the Chartered Association of Business School (CABS). The CABS is the authoritative voice for the UK's Business Schools and Independent Management Colleges. The Association was established to promote the excellence of Business and Management Education in the UK and to improve the quality and effectiveness of managers in the UK and internationally.



AIM2Flourish is the world's first global initiative steering future business leaders towards achieving the UN Sustainable Development Goals (SDGs) and a flourishing world for all. It offers a highly adaptable, professor-facilitated curriculum that combines classroom learning about transformative business models with the outside experience of students interviewing innovative CEOs.



Kingston University is also a member of the International Ethics Standards for the development and use of high quality international and principle-based ethics standards in land, real estate, construction, infrastructure, and related professions.

2. International Recognition and Rankings



For the ninth year running, Kingston University has been rated amongst the top two most successful UK higher education institutions for graduate start-up companies.

This figure comes from the Higher Education - Business and Community Interaction Survey 2017/18, which is completed by all publicly funded higher education providers in Britain. The results detail how universities and higher education institutions are contributing to the UK economy.



Kingston MBA ranks amongst the top MBAs in Russia

Kingston Business School's MBA course in Moscow has been ranked no. 1 MBA in Russia according to the prestigious 'Secret Firmly' rankings table ('Company Secrets') and the "Narodny ranking", set up by 'All about MBA' internet portal and RBC news channel.



Kingston Business School is one of the 157 universities participating in the Research Excellence Framework (REF) 2021. The outcomes of REF 2021 are due to be announced in April 2022.

The Research Excellence Framework (REF) 2014 ranks Kingston Business School 12th out other universities in London and the South East. The REF or Research Excellence Framework is an exercise undertaken approximately every six years. It evaluates the quality of research in universities in the UK. It is the only Government sponsored ranking of research quality in UK universities.



Kingston Business School Leadership and Management in Health rated in top 100 globally by Eduniversal Best Masters Ranking 2021.

Kingston Business School's Leadership and Management in Health MSc has been ranked 72nd in the world. This positions Kingston Business School as one of the top providers of health management MScs in the United Kingdom.



Kingston University rises seven places in latest Complete University Guide league tables of the top higher education institutions across the United Kingdom.

The University has been rated 93 overall in 2020, up from equal 95 in 2018, 102 in 2017 and 109 in 2016. The Complete University Guide is an independently published ranking produced in association with The Independent newspaper. The criteria include student satisfaction, research assessment/ quality, entry standards, ratio of students to staff, spending on academic services, spending on facilities, the number of good honours awarded, graduate prospects and completion rate of degrees.



Eduniversal gives Kingston Business School a 3 Palmes of Excellence (Excellent Business School with reinforcing international influence) rating in its annual ranking of business schools and universities in 154 countries.

The 2020 rankings were determined from the responses of the Deans and Directors from the most prestigious and best Business Schools.



Kingston University has been named one of the top 40 institutions in the country in the newly released Guardian University Guide league tables for 2021.

The University has jumped eight places to be ranked 40 out of 121 institutions featured in the national newspaper's annual listings. Its continued improvement in the rankings follows a rise of 10 places in last year's Guardian tables, which saw it join the listing of the top 50 institutions for the first time, up 23 places on the previous year. The Guardian's annual university guide features an overall ranking of institutions across the United Kingdom, built on tables of 54 subject areas. The methodology used by the newspaper is based on the aspects likely to be most important to prospective students, ranging from satisfaction on courses and teaching, to the rate of students progressing in their studies and their career prospects.

3. Courses Offered by Kingston Business School

Kingston Business School offers a range of courses across a variety of business disciplines, designed to meet the demands of today's organisations and the ever-changing global economy. Responsible management is embedded in all courses offered by our Business School. Many of our courses are accredited or recognised by the leading professional bodies within that area.

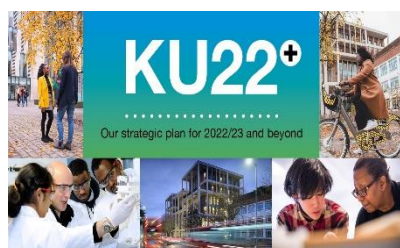
[Business Postgraduate Courses](#) [Business Undergraduate Courses](#)

4. Kingston MBA Modules

At Kingston University, the MBA course – offered in a full-time and part-time basis, in London and in Moscow – comprises a set of ten core modules and two electives, in addition to the delivery of a management research project. Sustainability and ethics are embedded throughout the curriculum and there is a specific core module on Responsible Management:

[The Kingston MBA](#)

5. KU22+ Our Strategic Plan for 2022/23 and Beyond



Four priorities have been identified for the KU22+ strategic plan. These priorities will be delivered through five projects, and these projects will be led by a team of people from across the institution.

Because these projects cover a broad range of aims and are sizeable in nature, they have been separated into workstreams.

These are the four overarching priorities for 2022/23:

1. Developing sought after students	2. Advancing knowledge and impacting society	3. Increasing and diversifying income	4. Working in a diverse and vibrant learning community
<p>Our aim is to capitalise on our broad range of subject areas and diverse community to help individuals prosper.</p> <p>We will:</p> <ul style="list-style-type: none"> improve career prospects through curricular and other means, provide an inclusive and support student experience, foster personal development and social acumen and complement the benefits of our physical infrastructure with digital capabilities to support our educational delivery. 	<p>Our aim is to advance our subject areas and increase our societal influence and impact.</p> <p>We will:</p> <ul style="list-style-type: none"> improve the quality and quantity of our research and knowledge exchange, demonstrate our desirability to business and other potential partners, provide opportunities for skills development locally and regionally and support excellence across the breadth of our five academic domains. 	<p>Our aim is to generate sufficient income to invest in our ambitions.</p> <p>We will mitigate risk in a volatile market and policy environment by:</p> <ul style="list-style-type: none"> sustaining a broad range of subject areas and leveraging commercial opportunities, increase income while reducing the cost to income ratio, expand our international presence and reputation and leverage our alumni network and other supporters. 	<p>Our aim is to build a Kingston community.</p> <p>We will develop an inclusive and diverse environment to:</p> <ul style="list-style-type: none"> support our students and staff, deliver our professional support services more efficiently and effectively, attract, develop and retain high capability staff and reward exemplary performance at all levels and develop the physical and digital infrastructure to support efficiency, collaboration and encounter.

PROJECT 1

The best prospects for all our students

We will provide the best possible educational experience and academic outcomes for our students, and also foster the best prospects for graduate-level employment. This requires a concerted approach to both industry and employer engagement, opportunities for work-based learning, experience of entrepreneurship, and a clear and supportive focus on employability in the curriculum. It also requires developing a portfolio of courses that give our students the best chances of success both during and after their time at University. Enhancing performance in research, business and innovation within the University will strengthen the environment in which to optimise graduate opportunities.

Focus for 2022

- Providing an excellent student experience especially in teaching quality, academic support, assessment and feedback.
- Eliminating courses ranked in the bottom decile nationally and reducing those ranked in the bottom quartile.

This project provides a welcome opportunity to ensure all of our activities, across academic and support services, are aligned to ensure students can achieve their full potential. From the moment a student thinks about choosing Kingston, through the entirety of their journey with us, to their entering the world of work, we want to offer a tailored, comprehensive and inclusive experience that supports great academic and career outcomes for all.



PROJECT 2

A step change in business engagement

To be a university that delivers professional and technical education and that really matters, locally, regionally and beyond, we will be better connected. This requires building stronger engagement and partnerships with private, public and third sector bodies, as well as aligning our courses to market needs. In turn, this adds strength to our capacity to foster the best prospects for our graduates. It will also strengthen our impact, providing a focus for improving our performance in research and innovation, knowledge transfer and knowledge exchange. We will work through Academic Domains and our professional support staff to ensure we are well equipped to scale up our engagement with business and be recognised as an important provider in education, research, professional practice and expertise, and other services to partners.

Focus for 2022

- Establishing significant regional, national and international partnerships and relationships with private, public and third sector bodies.
- Increasing income from commercial activity and transnational education.

It's time for us to think very carefully about the range of business and organisational engagement that we wish to pursue and how we develop and maximise such partnerships for mutual benefits. We do need to be more joined-up and systematic on this front if we are to achieve this.

PROJECT 3

An attractive and relevant portfolio

We will offer a portfolio of courses that is even more relevant and attractive to today's students and to industry, and therefore be competitive in the marketplace of student choice. We aim to be selected by students as a university whose courses offer the best student experience, and which deliver great outcomes in terms of academic achievement and graduate prospects. An efficient portfolio will allow us to make best use of our resources and expertise, and position us to better adapt to the student needs of tomorrow. We have established the data and mechanisms to help us grow successful provision and build academic strength, and are now designing a comprehensive framework to deliver the optimal portfolio for Kingston.

Focus for 2022

- Developing courses that meet new demands of the market.
- Revising current courses and developing new ones to ensure a financially sustainable portfolio.
- Increasing fee income above and beyond the 2019/20 forecast.
- Enhancing our digital capability to assist with academic delivery.

“We are working with academic leads from all faculties to create a framework for new portfolio ideas to develop. We hope to be an institution leading on the new courses of tomorrow to give exciting opportunities for our students.”



PROJECT 4

Advancing knowledge and engagement

We will align and integrate our research more fully into the mission of the University, and are connecting our research endeavour to our strategic priorities by increasing performance in knowledge transfer, knowledge exchange, and other forms of external engagement including partnerships and collaborations.

Focus for 2022

- Trebling the number of people submitting research bids in order to build capability and capacity.
- Delivering the best possible REF submission to help create a sustainable research environment.

“We want to grow our research but, in so doing, we want to think about its impact outside the University. First and foremost, we should strive for research excellence, but we should also think of our contribution to advancing knowledge as a tool to build important external relationships that will, in turn, give momentum to the research we undertake.”

PROJECT 5

A culture of high performance

We must support and develop staff in order to achieve these goals – as lecturers, researchers, innovators, entrepreneurs, professionals and practitioners - so we are focusing on a range of concrete measures to support their high performance.

Focus for 2022

- Developing academic domains and career pathways to enhance staff development and university aims.
- Introducing an inclusive leadership development programme for senior leadership and developing leadership and management skills at all levels.
- Promoting equality, diversity and inclusion through strengthening our governance, empowering our staff networks and refreshing our Public Sector Equality Duty goals and targets.
- Piloting new agile ways of working for professional staff relocating from Hind Court.

In what are increasingly challenging times, we need to look at ways to ensure our staff are able to do their jobs as well as possible, and put in place the right support to provide career opportunities and pathways for all. It's important that we recognise and reward achievement, help people to work in teams, and continue to embed the principles of equality, diversity and inclusion in everything we do.

6. The Ten Principles of the United Nations Global Compact

Kingston Business School has worked for more than a decade towards the UN Global Compact's Ten Principles, which are derived from the Universal Declaration of Human Rights, the International Labour Organization's Declaration on Fundamental Principles and Rights at Work, the Rio Declaration on Environment and Development, and the United Nations Convention Against Corruption.

[The Ten Principles of the United Nations Global Compact](#)

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