PRME

This is our **Sharing Information on Progress** (SIP) Report on the Implementation of the **Principles for Responsible Management Education**

Sharing Information on Practice: UWE Bristol   2014-16

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UWE's Commitment to PRME

The University of the West of England, Bristol is proud to be an active member of the international PRME community. Our Strategy 2020 commits the university to *advancing knowledge, inspiring people, and transforming futures.* As a civic university which takes its responsibilities to the city- region and wider society very seriously we recognise our responsibility to deliver this strategy in a manner that is consistent with our commitment to PRME, that enhances the sustainability of the university and supports attainment of the UN Sustainable Development Goals. The university's Sustainability Board remains the high-level governance committee charged with integrating PRME considerations into policy, planning and implementation across the institution.

The university has identified PRME as an important component of our Education for Sustainable Development agenda and is working hard to embed PRME throughout the curricula of the university where management is either a taught component or an outcome for graduates. The university's Graduate Attributes (self-reliant and connected, ready and able, enterprising, globally responsible and future-facing) embed the principles of responsible management but also describe a sustainability literate professional.

We will continue to work hard over the course of the next reporting period (2016 -2018) to embed PRME further into the decision-making processes of the university as we seek to ensure that the graduates and post graduates of the university are fully prepared for the challenges and opportunities that they will confront in their professional lives.

We have identified ambitious objectives for the implementation of the Principles in the next reporting period and look forward to sharing the experiences and outcomes with fellow PRME signatories in 2018.

Professor James Longhurst
Assistant Vice Chancellor
Chair of the UWE, Bristol Sustainability Board

Introduction to PRME at UWE and this SIP Report

UWE Bristol Business School has been a signatory of PRME since 2010. However, in 2014, UWE become one of only a few HEIs to adopt PRME across the institution. Our Sharing Information on Progress Reports document this development. The Royal Institution of Chartered Surveyors (RICS) has given our Architecture and the Built Environment department special recognition for its work with the Principles. Institutional leads for PRME are members of the Sustainability Board to ensure integration of the principles into university business. The university has offered staff and students the opportunity to undertake the Sustainability Literacy Test, which was developed in association with PRME, and will be providing further such opportunities with version 2 of the test. The university was pleased to host the meetings of the working group developing the UK questions for version 2 of the test and to contribute questions to the new version.

UWE utilises its well-established work on education for sustainable development as the vehicle by which PRME is being adopted institution-wide. PRME is included in staff development on education for sustainable development in curriculum approval and review processes, was included in our institution-wide ISO 14001 accreditation, was one of our self-defined criteria in our NUS Responsible Futures accreditation and will be made explicit in the ESD-related theme of our Sustainability Plan mid-point review this autumn.

Introduction to this SIP Report

In UWE's previous SIP report (2014-2016), the following objectives were set:
1. Incorporate UWE oversight of the PRME principles into the terms of reference, accountabilities and responsibilities of the Sustainability Board.
2. Incorporate PRME principles within the ESD Action Planning including the Quality Management and Enhancement Framework.
3. Report on student exposure to PRME across the University through the ESD reporting structures.
4. Explore PRME within the European Green Capital 2015 activities of UWE.
5. Further develop the research with impact agenda with reference to the PRME principles.
6. Enhance recognition of PRME principles amongst volunteering and internship community.
7. Work with Green Leaders and UWESU to embed PRME awareness within SU activities.
8. To offer the Sustainability Literacy Test to staff and students each year during Green Week.

9. Utilise UWE's Green Week opportunities to promote staff and student awareness of PRME principles.
10. Our objectives and ongoing activities and developments within FBL's and UWE curriculum, our pedagogic practices, research and collaboration with local and international communities reflect our commitment to all 6 PRME principles.

This report will provide an update on our work against these objectives, structured around the PRME Principles:

- **Principles 1 and 2: Purpose and values**. This section will address the commitments we made in objectives 1 and 2 regarding our Sustainability Board and Quality Management and Enhancement Framework (QMEF). This will link to discussion of both the institution's leadership and governance but also our graduate attributes both of which are clear representations of the significance which UWE places on developing 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 and for global social responsibility.

- **Principle 3: Method**. In this section we report on our action relating to values, curriculum and pedagogy (objectives 2, 3 and 10), all part of our commitment to enable effective learning experiences for responsible leadership.

- **Principle 4: Research**. This section provides examples of UWE's research with impact relevant not only to role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value but also to the broader sustainable development agenda (objective 5).

- **Principle 5: Partnership**. This section looks at the ways in which UWE facilitates and draws on the strengths of partnership working to support itself and other organisations in exploring and implementing effective approaches to meeting social and environmental challenges (objectives 6 and7).

- **Principle 6: Dialogue**. Further to the overview of partnerships outlined in Principle 5, this section provides examples of the discussions, debates, consultations and dialogue engaging in by UWE with all its stakeholders on critical issues related to global social responsibility and sustainability (objectives 4, 6, 7, 8 and 9).

Taking action on our 2014-2016 objectives

Principles 1 and 2: Purpose and values

Leadership and governance

UWE's Strategy 2020 sets out the institution's ambition to be global in outlook and approach, recognize its existing active contribution to development of the Bristol city-region and the South West and articulate its values of ambition, innovation, connection, enablement and inclusiveness. Our aim is that sustainability becomes embedded in everything that the university does. Our journey towards this goal is overseen by the Sustainability Board which is chaired by the Assistant Vice-Chancellor for Environment and Sustainability. It is comprised of senior academic and professional staff from across the University who lead delivery elements of UWE's Sustainability Plan (2013-2020) or who act as critical friends to enhance performance and ambition. In our 2014 SIP report we committed to incorporate UWE oversight of the PRME principles into the terms of reference, accountabilities and responsibilities of the Sustainability Board (objective 1). Since UWE's last SIP report, the PRME university lead has been added to the membership of the Board, enabling the Principles to inform decisions made by the Board.

The Sustainability Board meets 4 to 5 times a year; it takes it authority from and reports to the Directorate, Academic Board and the Board of Governors. In addition, elected officers of the Students' Union report to the Board on sustainability outcomes of their activities and through the governance arrangements of the Union. At each meeting the Board reviews progress with the 11 themes of the Sustainability Plan, undertakes regular reviews of policies including the Environmental Policy and the Ethical Investment Policy, approves action plans arising from the Sustainability Plan, reviews progress with the commitment to adopt the principles of Responsible Management Education (PRME) across the institution, and provides the governance of the whole institution ISO 14001 accreditation process and the Responsible Futures accreditation. The Assistant Vice-Chancellor for Environment and Sustainability is charged with promoting the integration of sustainability and enhancing the impact of all our sustainability teaching, research, knowledge exchange and community engagement activities.

UWE's Sustainability Plan is in the process of being reviewed, at the mid-point of its implementation. The role of PRME within the Plan and as a guiding framework for the university's sustainability action will be considered as part of this review.

The embeddedness of sustainability issues into our institutional strategy and the strategic programmes derived from it, is the result of years of commitment by passionate staff, including senior leaders. The university is now in a position whereby sustainability is present in the terms of reference and responsibilities and expectations of all staff and students. This

ensures that it is not only core to the provision of formal teaching and learning activities but also to the informal activities and physical/cultural context which also form a critical part of students' learning experience.

Graduate attributes

UWE Bristol's Strategy 2020 outlines the university's ambition to be known for our inclusive and global outlook and approach. We are committed to ensuring that our graduates are ready and able to realise their full potential; well equipped to make a positive contribution to society and their chosen field of work or further study; and primed to play their part in developing a sustainable global society and knowledge economy. Our Graduate Attribute Framework ensures that our students develop a sense of global responsibility and a future-facing outlook during their time at UWE. The framework also guides our Learning 2020 Strategy which includes an aspiration to ensure that our students experience practice-based learning within and out of the university.

The values embedded in these policy commitments and strategic programme actions align explicitly with PRME principles 1 and 2 and purpose and methods.

Principle 3: Method

Action on Values

UWE's core values align to the principles of global social responsibility (as described above and in our Strategy 2020). This section will outline some strategic actions which demonstrate action on these PRME-relevant values.

UWE created the post of Senior Lecturer in Education for Sustainable Development (SL in ESD) specifically to progress our engagement with ESD. The role includes responsibility for ESD in the context of: Student engagement, staff development, academic quality management and Sustainability Plan implementation via leadership of the ESD theme. Further, the post holder is responsible for the development of teaching and learning resources, coordinating UWE's cross institutional Knowledge Exchange for Sustainability Education, mapping sustainability activity across UWE, supporting the Green Team and other relevant SU initiatives and UWE reputation raising activities. The SL in ESD works closely with the institutional PRME lead to ensure that there is effective and efficient working to these two closely related frameworks. Key to this integration is our work within our quality management and enhancement framework.

Quality Management and Enhancement Framework and ESD Action Planning

Our Quality Management and Enhancement Framework (QMEF) incorporates explicit consideration of education for sustainable development and the Teaching and Learning Strategy of the University implicitly uses education for sustainable development as a pedagogic driver. UWE Bristol's Quality Management and Enhancement Framework makes explicit reference to and use of both the QAA-HEA ESD Guidance and HEFCE's Sustainable Development in Higher Education framework as context for the consideration of ESD within annual curriculum monitoring and curriculum approval and review processes. A guidance document for staff is available to help them to understand the principles and potential applications of ESD and the university's commitment. We committed to incorporate PRME principles within the ESD Action Planning including the Quality Management and Enhancement Framework (objective 2). In 2015-16, PRME and the UN Sustainable Development Goals (SDGs) have been included in revisions to the staff ESD guidance. UWE Bristol's Senior Lecturer in ESD provides specific staff development sessions for staff on how to meet the university's expectations of ESD with curriculum development and review processes.

Further, UWE's Assistant Vice Chancellor and Senior Lecturer in ESD meet annually with Associate Deans for Teaching and Learning, Faculty Quality Account Management, Heads of UG and PG programmes and Heads of Department to discuss developments relating to ESD within teaching and learning. PRME has been an explicit agenda item for these meetings since 2014-15.

The ESD targets set within our Sustainability Plan are achieved via annual ESD action planning. This planning process involves identification of priority areas for action for each academic year, derived from the theme targets set within the sustainability plan. Quarterly and annual reports are produced on achievement of objectives set in the plan. From 2015-16, these have included explicit mention of PRME related curriculum activity (objective 3).

We were fortunate to be shortlisted for an Environmental Association of Universities and Colleges (EAUC) Green Gown Award in 2015 for our ESD work. We produced a video titled 'Raising the Baseline' to support our application for this award video and this provides an overview of our recent ESD work, including reference to the importance of the relationship between PRME and ESD. In 2016 the university was shortlisted for 7 Green Gown awards and was awarded the Green Gowns for Continuous Improvement, Student Engagement, Learning and Skills and Leadership. A short video outlining UWE's work in each award area is available on the EAUC Green Gown 2016 Winners web site here.

Curriculum and pedagogy

UWE Bristol has developed modules and programmes which explicitly focus on sustainable development. The following case studies are indicative of the breadth and variety of UWE Bristol's Education for Sustainable Development (ESD) provision, with clear alignment of the objectives of PRME (objective 10). Our MSc Sustainable Development in Practice is an interdisciplinary programme which enables staff and students to work together on sustainability-related teaching and learning. Students within the Bristol Business School on programmes BA Economics, Business and Management, Business Management with Economics, Accounting and Finance, Business and Management with Accounting and Finance share a second year module titled Good Business, Bad Business and Sustainability. Assessed learning outcomes for this module include the ability of students to demonstrate 'a developed understanding of the economic value of ecosystem services and environmental sustainability' and be able to 'evaluate actions and performance of an organisation in relation to corporate social responsibility, business ethics and sustainability'. These activities all develop the capabilities of students to be future generators of sustainable value for business and society (PRME principle 1).

During 2015, UWE Bristol developed a massive open online course (MOOC) called Our Green City. This course was developed by academic from across UWE Bristol, in collaboration with organisations and students. Participants of the course included UWE Bristol staff and students as well as individuals from across the world. Online collaborative communication tools enabled participants to share their learning and experience with other participants. The course boasted a global reach, with some 2000 participants registered, it affected citizens from all over the world. Impact of the course can be inferred from the commitments participants made to changing their behaviour after undertaking the course. Actions included people promising to "grow my own salad vegetables and share seeds and produce with my neighbours", "work on making a septic system that could create fertiliser for surrounding gardens, fields ", "make every effort to make less visits to the supermarket and more to the local retailers", "introduce plants and wild plants to my own front garden, and share ideas with neighbours", "use green energy and look for those non-profit companies that promote their green energy" and to "Cycle more it is free it is healthy"! The course is an excellent example of the incorporation of the values of global social responsibility into the curricula (PRME principle 2) and indeed of all the PRME principles in action.

Students within the department of Architecture and the Built Environment undertake a shared interdisciplinary module in level 3, titled Collaborative Practice. These students are registered on Real Estate, Quantity Surveying, Property Investment and Management, Interior Architecture, Architecture, Architecture and Planning, Architectural Technology and Design, Architecture and Environmental Engineering, Construction Management, and Building Surveying courses. This module enables these students to represent their discipline in tackling real world built environment challenges and to gain an appreciation for the

professions with which they will need to work after graduation. One of the learning outcomes for the module is that students will be able to reconcile the external constraints that impact on the environment and the need to provide sustainable, healthy and low carbon lifestyles and buildings.

Design, Materials and Manufacturing brings together first year students on BEng/MEng Mechanical Engineering, Automotive Engineering, Aerospace Engineering, Engineering, and FdSc Mechatronics. Learning outcomes include students being able to show an understanding of materials properties and the impact of the choice of material and processes on the environment'.

These are just examples of ways in which sustainability and responsibility infuse our curriculum across all of our disciplines. Work is also being done to consider our pedagogic approach to both ESD and management education. For example, within the Bristol Business School at UWE Bristol, students have been able to experience an alternative pedagogic method of post-graduate (management) education: a field trip, which combines student-led, inquiry-based learning approach with a critical collaborative reflection on the theme of 'environmental degradation as a business opportunity in a contemporary global context'. The Bristol MBA programme has an established tradition of integrating into its curriculum a non-compulsory study-trip based activity where students are given the opportunity to engage with "live cases" related to various aspects of ecological crisis, globalisation and development. Research into the effectiveness of this approach is ongoing and includes consideration of cohort diversity and the multidisciplinary background of the academic team.

Practice-based learning

UWE places huge importance on practice-based learning opportunities for students. These opportunities take the form of placements, internships, volunteering initiatives, live briefs, practice-oriented/work-based teaching and learning and more. These opportunities are all excellent vehicles for effective learning for responsible leadership and the development of global social responsibility and align explicitly to all PRME principles. Sustainable development features strongly in a significant number of the hundreds of placements and work based learning projects that take place each year.

In 2015 UWE supported Green Internships which offered businesses accepted onto the scheme £1,000 to pay a graduate to carry out a 'green' project. Hannah Newmarch, Head of Employer Partnership Services in UWE Bristol's Careers Service said, "As a university we do an enormous amount of work to highlight and support green and sustainable agendas so we thought that this would be a really good way of embedding values held up by UWE Bristol in a scheme that would enable businesses to achieve projects that they may not otherwise

have had the chance to do". This scheme is just one example of actions against objective 5 (PRME in Green Capital 2015).

In 2016, UWE led an innovative pilot programme co-funded by the European Union's Erasmus+ programme to foster entrepreneurship and team working in energy efficiency and renewable energy in the construction industry. GreenPreneur enabled students to gain practical, hands-on experience of working in teams and was designed to support the leadership capabilities and development of professionals in the energy efficiency and renewable energy sectors.

Principles 4: Research

UWE Bristol's research and knowledge exchange activities support the goal of sustainable development and address many of the urgent challenges associated with this agenda (objective 5). Examples of sustainability-related research can be found on our Research with Impact web pages. These include work on air quality management, flood resilient communities, powering the future, closing the net on overfishing, shaping sustainable suburbs and shaping minimum wage policy.

Appendix A provide a sample of research relevant to the PRME objectives which has been produced by UWE academics during the last reporting period.

UWE has further signed up to Dissertations for Good which facilitates partnerships between students and organisations for collaboration on dissertations into economic, social and environmental sustainability

Principle 5: Partnership

Partnership is key to UWE's mission and is one of four strategic priorities. UWE recognizes the value of strategic partnerships for both the institution and our students in enhancing learning and teaching, research and infrastructure. We also recognize our responsibility in contributing to the development of our city, region and beyond and in jointly tackling social and environmental challenges (PRME principle 5). This section will outline a few examples of our partnership approach to working in relation to staff, students and external partners.

The Senior Lecturer in ESD works closely with staff from across UWE's academic and professional staff to promote a coherent and consistent ESD experiences for staff and students. Each academic department has a representative on UWE's Knowledge Exchange for Sustainability Education (KESE) and this facilitates a flow of information, knowledge,

ideas and experience between the institution and academics on ESD objectives and implementation. Further, UWE's Sustainability Engagement Officer works to develop and coordinate practical and academic events and activities for staff and students, and to facilitate academic engagement with UWE Bristol's campuses.

ESD is also progressed by permanent and elected staff within the Students' Union at UWE. Sustainability is included in the job descriptions of both the Community Manager and the VP Societies and Communication. Further, the Students' Union has a dedicated Sustainability Officer and Green Team Co-ordinator. A sustainability policy was unanimously approved in November 2015 committing the SU to, among other things; work with the university so that all courses include issues of environmental sustainability and social responsibility to ensure students graduate with an understanding of these issues and to embed environmental sustainability and social responsibility aims and purposes in its strategic plans. The Union has charged the SU President with the responsibility for this policy. Collectively, these actions demonstrate comprehensive achievement of objective 7 from our 2014 SIP report.

Partnership with students

Partnership and collaboration lie at the heart of our education for sustainable development (ESD) approach. UWE's partnership with the Students' Union at UWE has provided a strong foundation upon which to build a comprehensive offer of education for sustainable development. This partnership enabled us to submit a large and convincing body of evidence against the criteria of the NUS Responsible Futures ESD accreditation scheme, which we have achieved. Further, our ESD objectives and action plans focus on bringing people together, staff and students from across disciplines, services and backgrounds. This approach enables us both to draw on the strengths of all members of the UWE Bristol community and to ensure that we promote understanding that sustainability is relevant to everyone.

Students are represented on all UWE Bristol's major boards and committees, including those with a core focus on sustainability, curriculum and/or student experience. As such, the student voice forms an important part of discussion and decision-making in relation to these issues. These fora are the most important mechanisms for student interest and concerns to feed into curriculum development and review. Staff Student Liaison Committees provide a direct link between academics and students, whilst the Students' Union pay a vital role in gathering and collating student views to feed into formal consultation channels. Sustainability is frequently raised in these fora as a result of institutional activity and student interest. Academic Board is the highest level of academic governance at UWE Bristol.

Partnerships between staff

Education for Sustainable Development encompasses knowledge and skills development and the encouragement of a global, future-facing world view. This requires provision of opportunities to both learn about global challenges and to engage in real world experiences. At UWE Bristol, our academic staff work across discipline boundaries, between teaching and research, with our Employability and Enterprise teams, with UWE Volunteering, with student experience teams and with our Students' Union to ensure that our students have multiple and various opportunities to develop knowledge, skills and attributes aligned to sustainability literacy and action.

External partnerships

Our external partnerships are also extremely important and through our partnerships with local, regional, national and international organisations, we are able to ensure that we contribute to the development of happier, healthier, more sustainable communities and that our students develop the ability to apply their knowledge and skills to real world sustainability challenges. UWE Bristol's strong links with the Bristol Green Capital Partnership provide many opportunities for students to volunteer, undertake live projects, work with a variety of organisations to help to build a happier, healthier Bristol (objective 6). Skills Bridge is a mechanism for external organisations to connect with and draw upon the skills of students via placement, internship, project, volunteering and other opportunities.

UWE works with and supports other organisations such as Social Enterprise Works (who have helped to create, develop and sustain successful social enterprises that improve the lives and environment of communities across the city) and GoodLab (which brings together individuals and organisations from different backgrounds and sectors of society for sustainable social innovation).

Principle 6: Dialogue

The university seeks to provide opportunities for staff and students to engage in sustainable development activity both as part of and outside of their normal work or programme of study. We recognise that some will want to explore sustainable development at their own pace outside of the formal curriculum. In order to meet this need, the University is developing an online learning resource called Keys to Sustainability. This will be available to all staff and students through our virtual learning environment and learners will work through modules at their own pace. Once all modules are completed, a certificate of completion will be received which will contribute to students' UWE Futures Award and their Higher Education Achievement Record.

During 2015, Bristol was the designated European Green Capital. Over the course of the year, a huge number of events were held within and by UWE which brought together staff and students on social responsibility and sustainability (SRS) issues. These included a UWE Green Capital Seminar Series. The series constituted four events, three led by UWE academics and one led by external invited speakers. Find out more about UWE Bristol's Green Capital engagement here. During 2015/16, we also hosted the Whole Earth exhibition. As part of this activity, staff and students attended workshops to consider the ways in which UWE Bristol is meetings the challenges outlined in the exhibition.

Our annual UWE Bristol Big Green Week is a festival of eco ideas, events and smart living. It provides a great opportunity to engage students and staff, to showcase our progress and to ask challenging questions about what's next (objective 9). Staff and students engaged in the Sustainability Literacy Test during Big Green Week in 2014-15 (objective 8).

Further examples of our work to engage in and facilitate dialogue are:
• Learning from the Sharp End – an international ESD conference held in September 2015 co-organised by UWE which brought over 100 delegates together to share ideas and practice.
• Our annual ESD day which brings together staff and students to review achievements over the year ending and to discuss and debate new developments, both internal and external.
• Our annual environmental law students-led conference which brings together practitioners, academics and students to share knowledge and experience in the field of environmental law.
• Social Science in the City - a free public engagement event which represents the commitment of speakers and audiences to the generation of discussions about important questions relating to how we might live and work in today's society.
• Our public engagement activity which enables UWE research and expertise to be shared with the wider community and which aligns explicitly with the expectations of the UN Global Compact and which exemplifies all of the PRME principles.

We are working to find more ways of profiling, rewarding and celebrating all of the excellent sustainability-related work being undertaken by staff and students across UWE Bristol.

UWE as a sustainable organisation

Our Sustainability Plan sets out our commitment to ensuring that all UWE Bristol student and staff members will have the opportunity to live, study and work in a sustainable environment. Subsequently, we have worked to ensure that sustainability is central to the services we deliver, from our resource management to the development of biodiversity on campus. We are enabling people to make sustainable travel choices to get to UWE Bristol by investing in support for walking, cycling, public transport and car sharing. We are reducing our waste through prevention measures, re-use initiatives and recycling. We are developing our grounds to support biodiversity through sustainable gardening practices. We are meeting the energy and water resource demands of our growing University with sustainable and low carbon measures. We are working with our staff and public service partners to improve the sustainability of our supply chain and purchasing decisions. We are delivering high quality sustainable food across our 3 campuses and making improvements year on year. We have an ambitious Carbon Management Plan with clear targets, implementation plans and estimated costs savings. We are promoting Fairtrade and increasing our range of products year on year, with the aim of improving conditions for farmers across the world. We are embedding and improving our sustainability systems and practices through using the ISO 14001 certification for our Environmental Management System.

Information on plans for, action on and reporting of all of our sustainability services can be found at:
http://www1.uwe.ac.uk/about/visionandmission/sustainability/sustainabilityservices.aspx

Specific objectives for the implementation of the Principle(s) for the next reporting period 2016-2018

During the next reporting period, we will take a more deliberate and pro-active position of increasing alignment and visibility of the PRME within UWE's sustainability work. Further, we will work towards the following objectives:

Principles 1 and 2: Purpose and values
- Include PRME as part of a mid-point review of UWE's Sustainability Plan and the Terms of Reference of the Sustainability Board via representation on the Board.
- Facilitate the acknowledgement of broader responsibility for sustainability and the embedding of PRME into the routine business of the university.
- Consideration of the benefits and implications of explicitly referencing PRME in strategic documents, in curriculum documentation (both in approval stages and in student-facing documentation) and in institution-wide activities (such as volunteering, internships, students' union).
- Explore deeper engagement with the UN Global Compact, both in terms of institutional commitment and understanding how it is represented in with our curriculum.

Principle 3: Method
- Ensure that PRME principles inform activity related to UWE's Graduate Attributes
- Develop our work to ensure that all students have the opportunity to develop skills and gain experience aligned to becoming a responsible manager
- Support the implementation of V2 of the Sustainability Literacy Test (SuLit)

Principle 4: Research
- Profile PRME and issues of the relationship between corporations and sustainability in PG business and law programmes.
- Encourage sustainability researchers to consider PRME implications and opportunities when publishing their findings.

Principle 5: Partnership
- Support socially and environmental responsible organisations in Bristol and the development of responsible graduates via our strategic partnership with the Bristol Green Capital Partnership and SkillsBridge (an online portal facilitating partnership between students and organisations).

Principle 6: Dialogue
- Develop a statement which outlines the relationship between our work with the PRME principles and our work with the Sustainable Development Goals (SDGs).

Appendix A   PRME-related research at UWE

This appendix provides details of publications produced by UWE staff relevant to themes contained within the UN Principles of Responsible Management Education. We would particularly highlight some work conducted by staff in conjunction with students on responsible management education:

- Cicmil, S., Ecclestone R. and Collins, K. (2017) Responsible education in a complex context of sustainable development: co-creating responsible communities through participatory pedagogy, in 'Beyond the Bottom Line: Integrating the UN Global Compact into Management Education', Greenleaf.
- Cicmil, S., Collins, K., Gaggiotti, H., Laurent, S., Bakare, A., Lockyer, J. and Akinbusoyet, A. (2015) 'The Found World: a learning adventure at Eden' presented at the International Symposium Learning from the sharp end – implications for sustainability in Higher Education, 7-8 September 2015 Bristol, UK https://sites.google.com/site/beyondesd/programme/abstracts/abstracts-for-monday-7-september
- Gaggiotti, H., Cicmil, S., Collins, K., Laurent, S., Bakare, A., Lockyer, J. and Akinbusoyet, A. (2015) "Learning from the sharp end in a Business School - A back-to-nature student fieldtrip" presented at the International Symposium Learning from the sharp end – implications for sustainability in Higher Education, 7-8 September 2015 Bristol, UK https://sites.google.com/site/beyondesd/programme/abstracts/tuesday-8-september-parallel-session-4
- Cicmil, S., Collins, K. and Ecclestone, R. (2015) 'Responsible education for sustainable development: Creating a pedagogic approach which reflects the complexity of the vision' 2nd Annual Conference UK &Ireland Chapter of UN PRME "From Millennium Development, to Sustainable Development Goal- A Vision for Responsible Management Post -2015" Glasgow Caledonian University June 29-30 2015.

Relevant research activity can be found via our Research Centres, which include:
Bristol Leadership And Change Centre
The Centre for the Study of Behaviour Change and Influence (CSBCI)
Air Quality Management Resource Centre
Centre for Sustainable Planning and Environments
Centre for Floods, Communities and Resilience (CFCR)
Centre for Transport and Society (CTS)
Centre for Research in Biosciences
Digital Cultures Research Centre (DCRC)

The remainder of this appendix provides details of results from searches of relevant terms (as at November 2016) within UWE's Research Repository as examples of relevant research work being undertaken at UWE.

Responsible Management
- Case, P., Connell, J. and Jones, M. (2017) The language of leadership in Laos. Leadership. ISSN 1742-7150 [In Press] Available from: http://eprints.uwe.ac.uk/29109
- Sarpong, D. and Maclean, M. (2016) Cultivating strategic foresight in practice: A relational perspective. Journal of Business Research, 69 (8). pp. 2812-2820. ISSN 0148-2963 Available from: http://eprints.uwe.ac.uk/27717 Item availability restricted.

- Muir, K., Joinson, A., Cotterill, R. and Dewdney, N. (2016) Characterising the linguistic chameleon: Personal and social correlates of linguistic style accommodation. Human Communication Research, 42 (3). pp. 462-484. ISSN 0360-3989 Available from: http://eprints.uwe.ac.uk/27647 Item availability restricted.
- Parry, G., Brax, S., Maull, R. and Ng, I. (2016) Operationalising IoT for reverse supply: The development of use-visibility measures. Supply Chain Management: An International Journal, 21 (2). pp. 228-244. ISSN 1359-8546 Available from: http://eprints.uwe.ac.uk/27534 Item availability restricted.
- Manning, N. and Albarran, J. (2016) Low-dose intensive insulin therapy in patients with acute coronary syndrome accompanied by left ventricular failure: Audit of two UK hospitals. Journal of Clinical Nursing, 25 (19-20). pp. 3001-3009. ISSN 0962-1067 Available from: http://eprints.uwe.ac.uk/28146 Item availability restricted.
- Vafeas, M. and Hughes, T. (2016) An examination of the dimensions and antecedents of institutionalized creativity. Industrial Marketing Management, 55. pp. 59-69. ISSN 0019-8501 Available from: http://eprints.uwe.ac.uk/27642 Item availability restricted.
- Bradley, P. (2016) Environmental impacts of food retail: A framework method and case application. Journal of Cleaner Production, 113. pp. 153-166. ISSN 0959-6526 Available from: http://eprints.uwe.ac.uk/27877
- Davies, T., Horswell, M. and Everard, M. (2016) Community-based groundwater and ecosystem restoration in semi-arid north Rajasthan (3): Evidence from remote sensing. Ecosystem Services, 21 (A). pp. 20-30. ISSN 2212-0416 Available from: http://eprints.uwe.ac.uk/29344 Item availability restricted.
- Bean, E., Staddon, C. and Appleby, T. (2016) Holding back the tide: An exploration of the possible legal basis for a claim of a right to be protected from flooding. Journal of Water Law, 25 (2). pp. 61-68. ISSN 1478-5277 Available from: http://eprints.uwe.ac.uk/30328 Item availability restricted.
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