

Sharing Information and Progress Report 2021

Principles of Responsible Management in Education



Authors Dr. Ann Hindley and Professor Tony Wall

Letter of commitment from Chester Business School

Chester Business School has been a committed signatory to the Principles of Responsible Management Education (PRME) since 2009 and the six PRME principles form a core part of our identity.

PRME is a United Nations supported initiative to raise the profile of sustainability in business and management schools around the world as they develop the responsible decision-makers of tomorrow to advance sustainable development.

We are known for our innovative pedagogies, enterprising culture and excellent student satisfaction and our vision is to be at the heart of professional communities, driving responsibility, ethics and sustainability in practice.

We are proud of the impact we are creating in the world through

- the ethically-minded educational programmes we deliver
- our sustainability 'aware' citizen students
- the international research programmes we lead and contribute to including:

Policy work around decent work places with young people

(For example our RE-WORK project examining the work-livelihood narratives and social practices of young people belonging to ethnic minorities in Vietnam)

Trade agreements for a safe transition into a post-brexit or post-covid world

(For example PETRA, exploring how international trade can improve human health and prevent non-communicable diseases)

The businesses we support to become more environmentally friendly

(For example CREST supporting SMEs who want to reduce their environmental impact, or develop new products or services).

We invite those seeking to develop partnerships to contact us and explore how we can do this together.



A handwritten signature in black ink, appearing to read 'K Allman', written over a white background.

Professor Kurt Allman

MEng, MPhil, PhD, FRSA, FCMI

Executive Dean of Chester Business School.

University of
Chester

**Churchill
House**

Contents

Letter of commitment from Chester Business School.....	2
About the University of Chester.....	4
Our Citizen Students.....	5
About Chester Business School.....	6
Developments since 2019 and our Goals for 2023.....	7
Our Developments towards the PRME Principles 2019-2021.....	8
Sustainability Related Publications.....	22

Some images in this report were taken pre-COVID restrictions.





About the University of Chester

The college which would become the University of Chester was founded in 1839 by the Church of England and such pioneers as the 19th-century prime ministers William Gladstone and the Earl of Derby, and a future Archbishop of Canterbury. It predates all but a handful of other Higher Education providers.

Today the University proudly welcomes over 20,000 students from 130 countries and is a top ten UK university for local life, employability and student support (WUSCAS 2020). It prides itself on listening to its students and acting on what they say - which is part of the reason it is the top performing university in the North West for student voice (National Student Survey 2020).

A silver rating from the Teaching Excellence Framework (TEF) demonstrates the University's high quality teaching learning and outcomes for its students. It was placed 2nd in the North West for teaching quality (The Times Good University Guide 2020) and 95.6% of our UK undergraduate students are in employment or further study six months after graduation (DLHE 2016/17). The University has also been above the sector average for overall satisfaction in the National Student Satisfaction Survey for the past 6 years.

The University was a finalist at the Environmental Association of Universities and Colleges Green Gown Awards and aims to embed sustainability throughout its learning, sites, curriculum, cultures and community.

Our Citizen Students

Continuing to build on our strengths and connections, the University launched its Citizen Student strategy in 2021 with a focus on three priorities to ensure that its students Get What Counts from their university experience and contribute to the wider world, engaging with local, national and global conversations.

1. Building social capital

We want to empower our students not just to establish a career, but to become purposeful, engaged citizens with the confidence to act for a more sustainable future in an increasingly uncertain world. To achieve this, we will ensure that students and graduates have opportunities to contribute to their communities, providing the skills, expertise and connections that will allow them to navigate constant change.

2. Holistic student experience

We want our students to have a strong feeling of belonging at the University of Chester, and we will support them beyond the classroom, from pre-arrival through to career success. We will empower students from all backgrounds to succeed and to bring their diverse backgrounds and perspectives into all aspects of University life.

3. Lifelong learning

Flexible and personalised learning, particularly for adult learners, is essential. In response, we will establish professional centres to support careers including Nursing, Business and Teaching. Across all subjects, we will ensure that students get access to the research process from year one, through membership of research clusters, to ensure that research and knowledge exchange opportunities are available to all.





About Chester Business School

Chester Business School offers outstanding teaching and learning at its multi-million pound corporate hub at Queen's Park in the heart of Chester, at the historic campus of University Centre Shrewsbury and at its professional centre in Warrington.

Celebrating its 20th anniversary in 2019, today it welcomes a vibrant and diverse community of over 3000 learners. It is truly international in its outlook and has welcomed international students from over 110 countries to date. It recruits industry experienced academics from across the globe to teach a broad mix of professionally oriented Accounting, Business and Management programmes at undergraduate and postgraduate level. These include events, marketing, tourism, retail, HR, entrepreneurship, sports, health care, digital and engineering.

The Business School is award winning for its employer engagement. It has developed pioneering degree apprenticeships, offers flexible work-based learning and is sector leading on knowledge transfer.

Two of its key themes are community and sustainability with a vision for a Business School that is aligned to modern business values, providing impactful research to serve the international business community and contribute to society.

Its high student satisfaction and graduate employability rates reflect its focus: preparing students to be the business ready, sustainability aware graduates of the future.

Developments since 2019 and our Goals for 2023

2019

Objective 1:

Further develop our promotion of the SDGs by extending SDG awards to staff and students who have made significant contributions to SDGs in business school life.

(See Principles 1 and 2)

We co-developed strategic priorities across the School, each with designated leads and teams. These leads were recognised as leads with time on workloads to champion and lead strategic direction and were:

1. A fulfilling and rewarding place to study
2. A fulfilling and rewarding place to work
3. Recognised as a market leader for employment focused learning
4. Relevant and responsible in our thinking
5. An ethically oriented Business School
6. A community oriented Business School

We are currently reviewing this to ensure a strong alignment with wider University of Chester commitment to the broader Citizen Student Strategy.

Also, we are now fully integrated into the wider recognition of the SDGs and related awards:
<https://portal1.chester.ac.uk/estatesandfacilities/Pages/sustainability-cultures.aspx>

2023

Objective 1:

Review and refresh educational portfolio to ensure alignment to the wider University of Chester Citizen Student Strategy through all educational programmes across all levels.

2019

Objective 2:

Extend the integration of the SDGs by encouraging ethical practices through training, review of procedures, and behaviours.

(See Principles 3 and 4)

Evidence: In 2019 we continued to build our SDG13 Climate Action provision through field visits to local businesses and co-delivery of an IEMA-approved course built around the SDGs, with NUS/SoS. In 2020 Covid19 forced a change in delivery strategy and Climate Literacy training was delivered within a module to Level 6 students, while staff started attending the online Climate Literacy training sessions run through the Climate Literacy Project.

2023

Objective 2:

Refresh staff development and practices to deepen responsible management and ethics across all educational and research activity.

2019

Objective 3:

Extend the integration of SDGs through taking a collaborative approach to deciding how to embed SDG priorities within faculty infrastructures.

(See Principles 5 and 6)

Evidence: We have refined our research and knowledge exchange strategy to reflect the new University of Chester Citizen Student Strategy, focusing on responsible enterprise and work-based learning for decent work.

2023

Objective 3:

Deliver alignment to the wider University of Chester Citizen Student Strategy through all research and knowledge exchange activity.

The Chester Difference Award Celebration Evening



Each year Chester Business School students and staff contribute 100s of volunteering hours to helping the wider community and are recognised with the Chester Difference Award. (Photo taken pre COVID.)

Our Developments towards the PRME Principles 2019-2021

Our developments over the last 2 years since our last PRME SiP report have been varied and far reaching, helping our students and wider business community be committed to sustainability.

We are pleased to see so many examples of our students engaging in Responsible Management Education, while we continue to embed PRME into the structure of our teaching and learning and offer a wide variety of opportunities for students to participate and explore ethical business and to actively contribute to the community.

Our research and engagement with the business community for PRME is at its highest level yet with so many active collaborative projects from helping achieve national targets to engaging with local SMEs.

We look forward to more exciting developments in the year ahead.

Dr Ann Hindley, PRME Champion.



Art student Chloe Sauer's beautiful thought provoking mural inspires students and staff in the Business School reception area along with other eco-artworks in high footfall areas.

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.



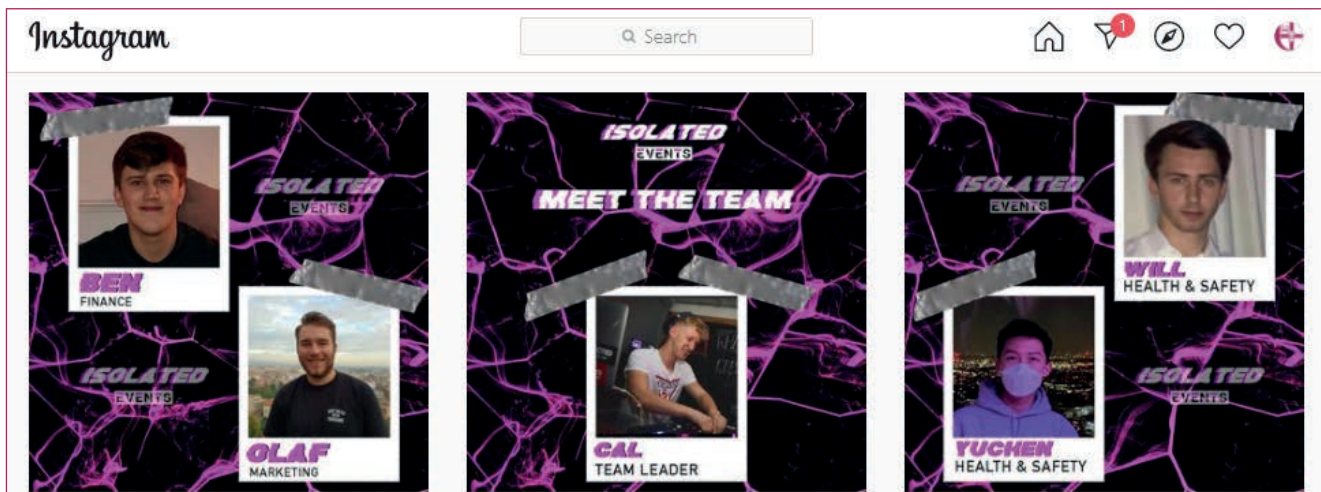
SDG3 Good Health and Well-being

(Principles 1, 2 and 3)

For the last 10+ years health charities - such as Mind, Papyrus, Hope House Hospice, Claire house, Clatterbridge Cancer Charity, Miles of Smiles, Hospice of the Good Shepherd etc. - have been a core focus of support by our events management students. The students undertake an event project that they develop and deliver on behalf of the charity to raise funds and awareness for the cause as part of TM5025 The Live Event.

Health charities have been of particular importance as the immediate impact that supporting these local charities can have for the patients and staff - for example £300 buys 5 wigs for cancer patients at Clatterbridge. Many students are affected by health issues - directly and indirectly - and with mental health issues becoming more prevalent the students are keen to do something that can support others.

In 2020-21 students switched to virtual events - raising over £2,600 - for charities whilst reducing the carbon footprint by 90%+ from a traditional in person event. As a result virtual and hybrid events are being adopted as a core approach for delivering events on the module in the future.



SDG3 Good Health and Well-being

(Principles 1 and 3)

It has been a tough year across the board for all students; in January 2021, the students did not return to their routine in person classes that had ran up until the Christmas break, and some had not had the opportunity to attend any throughout the year at all. The biggest effect this has had on the students has been isolation, greatly affecting their well-being and their overall university experience. Both student resilience and engagement in sessions were tested; in light of this, weekly well-being talks and guided meditations were applied to the Event Management student's sessions. Introducing mindfulness techniques and inspirational talks increased not only engagement but also gave the students the confidence to appear on camera and mic and even take part in fancy dress teams lectures! It helped us bring the students together to support one another and reconnect.

Principle 1: Purpose

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SDG16 Peace, Justice, and Strong Institutions

(Principles 1, 5 and 6)

The student-run Tourism Society hosted an online talk and exchange of thoughts and ideas with Chris Matheson, MP for the City of Chester and Member of the Shadow Cabinet for the Department for Digital, Culture, Media and Sport, on Thursday January 21, 2021. As part of a series of guest speaker events, the discussion covered the key role tourism plays in the region and nationally, centring around COVID's impact on businesses and stakeholders, and the importance of the Visitor Economy for the area as the virus is combatted and the pandemic comes to an end. The MP talked about the need for the furlough scheme not to miss anyone out and as COVID-19 restrictions are eased, for it to be slowly phased out sector by sector, providing more support for hospitality and tourism businesses which are likely to be last to return to business-as-usual, and, to further support businesses, a short-term reduction in taxes such as Council Tax to give them a better opportunity to recover. Tourism Society President and final year International Tourism Management student Edward Dale said: "Students and staff all learned a lot from this event and Chris noted that he too learned a lot in exchange. It was great to hear Chris conclude that students are a valuable asset to Chester and that students should be confident in their knowledge."

StudentNews
The University of Chester Student Magazine



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Tourism on the agenda as students welcome MP for online discussion



Principle 1: Purpose

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SDG12 Responsible Consumption and Production

(Principle 1)

Five students from the University's Marketing degree programmes competed in final of The Pitch 2020, organised by the CIM (Chartered Institute of Marketing). Entrants had to come up with a marketing communications plan to publicise Lidl's progress in reducing its plastic packaging ahead of its target in 2022, whilst also encouraging customers to reduce their own plastic use. Eugene Pam and Dipanjan Paul, in the first Chester team, devised two innovative campaigns. The Marine Giants campaign helped to garner public support by commissioning artists to create giant sculptures of a whale, turtle, coral and a fish in four major city stores from recyclable plastic donated by the public. The Go Greener campaign was a screen to be placed outside major Lidl stores showing a colourless globe that would slowly gain colour to visualise Lidl's progress. The second Chester team which included students Megan Clelland, Megan Davies and Lucy Sherratt focused on a social media campaign showcasing an emotionally appealing film. Featuring a young child the aim was to really engage with Lidl's target audience of young families.

Megan Davies, studying Business Management and Marketing Management, said: "It is a big mix of emotions! We were not really expecting to hear anything, so are really pleased to have been chosen. We are excited to be going to the finals." Eugene, studying Marketing Management added: "I'm really proud to have reached the final of The Pitch and I'm looking forward to going to the competition and presenting the idea of the Marine Giants, as it's something I've worked hard on and am also passionate about. This is going to be an amazing experience and something that will help build my future career."



Principle 2: Values

We will incorporate into our academic activities and curricula the values of global social responsibility.



SDG6 Clean Water and Sanitation

(Principle 2)

In the recreational facilities a new pool cover has been installed to reduce evaporation and heat loss from the swimming pool. During the refurbishment of toilet facilities push taps replacing twist taps and flow restrictors are being installed. Use of the drinking fountains by students and staff continues to increase.

In a high footfall corridor, a focus on plastics is created through a poster display positioned by a drinks fountain dwell-point. Images not only show how plastic pollution impacts our rivers, oceans and wildlife, but also how poorer communities around the world have to manage their lives amongst this detritus which is created both locally and internationally.

Household rubbish was used in a waste masterclass with students which reviewed the challenges of waste disposal in England. Activities included sorting household rubbish by two local councils recycling criteria, to demonstrate the gulf between the best and the worst levels of recycling. Students also worked on packaging redesign to reduce packaging and non-recyclable components.



SDG11 Sustainable Cities and Communities

(Principle 2)

Between November 2019 and March 2020, over 500 trees were planted at the University with 150 tree whips received from Students Organising for Sustainability (SOS-UK), as part of the Woodland Trust's Big Climate Fightback. Students, staff and members of the local community were invited to take part in tree planting events, with over 60 people attending in November and March. The trees will provide a habitat for wildlife and promote clean air.

In June 2020, the Queen's Park Green Impact team achieved a Bronze award based on their actions including the sharing of advice about sustainable travel to Queen's Park Campus. Waste management has continued to improve with recycling points created for crisp packets, batteries, pens, chocolate wrappers and clothes, in addition to increased opportunities to recycle food and glass.

The Community Clean-Up took place as part of the University's Go Green Week in March 2020 and was organised by Chester Students' Union (CSU) and supported by the University's Sustainability Team and Cheshire West and Chester Council. Students and the community worked hard to clean up litter in a section of the city using gloves and litter picks. The volunteers ensured that any recyclable material was collected separately and recycled appropriately. In total around 30 bags of waste were collected.



Principle 2: Values

We will incorporate into our academic activities and curricula the values of global social responsibility.



SDG14 Life Below Water

(Principle 2)

Efforts to raise awareness of plastic pollution and its impact upon rivers and oceans was in full swing before the Covid19 lockdowns. Furniture made from plastic, including ocean plastics, was being used in outdoor spaces and newly refurbished workspaces. The fish sculpture 'Moby' was being used to collect plastic bottles to highlight the impacts of plastic waste on marine life. Catering stopped selling disposable coffee cups and only reusable cups were available.



SDG15 Life On Land

(Principle 2)

The University achieved the Hedgehog Friendly Campus Bronze award in February 2021, which included hedgehog house builds and monitoring hedgehog activity. An allotment was reinvigorated by staff and students, with additional bug hotels being created. At Queen's Park the solitary red mason bees were given an accommodation upgrade as part of the MasonBees Guardian scheme. Considered more efficient pollinators than honeybees, the gentle, non-aggressive and non-sting mason bees emerge from their cocoons in spring. By the end of summer their mud-capped cocoon-filled nesting tubes are returned for safe winter storage to MasonBees before the process starts again.



Principle 3: Method

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



SDG4 Quality Education

(Principles 1, 2 and 3)

The BA Digital Marketing integrates contemporary issues relating to Good Health and Well-being into its programme. Concepts introduced include 'information hygiene' which encourages healthy scepticism of social media posts and the role that social media plays in dissemination. The Covid19 pandemic has been a rich source of examples of information and misinformation. 'Nomophobia' is the fear of being detached from mobile-phone connectivity which can result in anxiety and panic attacks. 'Self-concept' considers how, as individuals, we evaluate or perceive ourselves to be. The module content covers the influence of social media on body image, self-esteem and mental health. This is intended not only to demonstrate topicality in the subject area, but to increase student resilience through better understanding of the potential pressures of the digital world upon their well-being.



SDG5 Gender Equality

(Principles 2 and 3)

The event "The Future of LGBT+ Learning and Training – from ideas to action" was hosted by Chester Business School in partnership with CIPD and "Proud at Work", a new regional LGBT+ partnership for Cheshire and the surrounding regions. As part of the Diversity Festival in March 2020, it brought together regional employers, University staff and students to share best practice and build links as part of a regional network of organisations. The event looked at what the workforce and community currently do in the region to support LGBT+ learning and training. It considered where the region wants to be and how the region can get there, while identifying firm actions to take forwards. Attendees looked at statistics on the future workforce and worked to consider what priorities are wanted in the region and in workplaces to develop LGBT+ students and employees.



Principle 3: Method

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



SDG9 Industry, Innovation and Infrastructure

(Principles 1 and 3)

Students explore the sustainable development of new products and how organisations respond to the changing drivers towards more efficient and environmentally friendly products. As an example, students looked at how the changing demand for sustainable transport has led to the electric car revolution. Within this the conflicting drivers for lower emissions set by the Government bodies, the availability of technological within the cars and recharging infrastructure, as well as the consumer needs for clean air, convenient cost-effective comfortable transport that has reflected a consumer's social status through pricing and branding; which have helped achieved the organisation goals of profit maximisation and perception of leaders in new technology that support the firm's market position.



SDG13 Climate Action

(Principles 1, 2, 3, 4, 5
and 6)

A small group of staff from Chester Business School undertook Climate Literacy training provided through the Carbon Literacy Project. During the Covid19 pandemic, this training was trialled and successfully delivered to Level 6 International Tourism Management students in place of climate change related field visits. Immediate success of the training was demonstrated through the level of LinkedIn posts proudly showing certificates of engagement. This was further supported by success in the related module assessment and an increased level of students inspired to seek career paths where they can make a difference on sustainability. Building on the success of this training trial, Business Growth Programme colleagues and the Sustainability Unit are working to deliver carbon literacy training to students and staff across the University, as well as to the wider community and local businesses.

Principle 4: Research

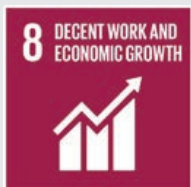
We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



SG7 Affordable and Clean Energy

(Principle 4)

Chester Business School's Associate Professor Kirstie Simpson has been working with Professor Joe Howe as part of the Industrial Consortium of the UKRI funded Net Zero North West Cluster. The University of Chester is the academic partner of choice in planning the Net Zero Industrial Decarbonisation investment projects. The transition to net-zero for industry in the North West of England and North East Wales will be set out by the Net Zero NW Cluster Plan, by focusing on two key objectives: (1) Establish a low-carbon industrial cluster by 2030, by deploying anchor investment projects including HyNet hydrogen and CCUS infrastructure. (2) Establish a net-zero carbon industrial cluster by 2040, underpinned by multivector industrial decarbonisation solutions. Aiming to be the world's first net-zero industrial cluster, it will realise over 33,000 new jobs and over £4bn in investments. The University of Chester will take a lead role initially engaging with other NW based Universities and R&D centres with knowledge disseminated and unmet innovation needs articulated to innovative problem solvers.



SDG8 Decent Work and Economic Growth

(Principle 4)

Chester Business School, in collaboration with co-investigators in Hanoi, Tay Bac, and Phu Xuan universities in Vietnam, was awarded a competitive British Academy bid (£266,077) called "Empowering Ethnic Minority Youth in Vietnam to Re-Vision the Future of Decent Work" (Re-WORK). This project is examining pathways to decent work with ethnic minority young people, employers and policy makers, and uses creative appreciative practices to revise employment and education policy and employment practices across Vietnam. So far, the project has engaged over 1070 young people and over 200 policy makers and employers, with lessons around the connectedness and effectiveness of current policy instruments.

After engaging in the project, one governmental official said:

"When I received the invitation to engage in the in-depth interview with you, I had a chance to review the current policies on supporting EM youth to access decent work and the collaboration among government agencies accordingly. To some extents, we can withdraw some lessons learnt for our active cooperation with concerned Government agencies in the coming time when we implement the policies and programs under the National Master Project on Socio-economic ethnic minority, mountainous and disadvantaged region development ... We believe that with this comprehensive project, we can, to some extents, help the ethnic minority youth achieve better job opportunities."

Principle 4: Research

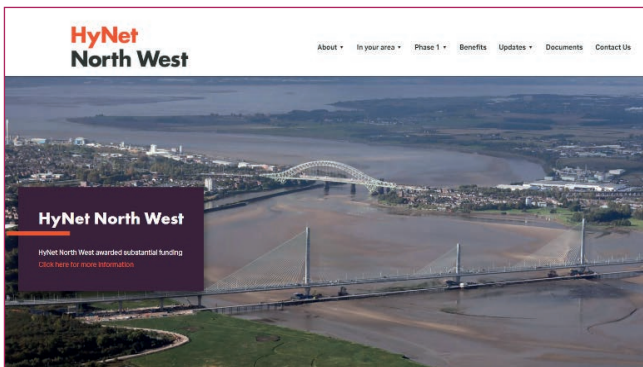
We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



SG9 Industry, Innovation and Infrastructure

(Principles 1, 3 and 4)

Chester Business School's Associate Professor Kirstie Simpson has been working with Professor Joe Howe on the economic impact and workforce planning aspects of the UKRI funded HyNet Deployment Project. The University of Chester is the academic partner of choice to the industrial consortium that consists of many of the North West region's anchor companies. This is a £20M research and innovation project that is the UK's leading Carbon Capture and Storage/hydrogen production and distribution deployment project. It is core to the UK achieving its climate commitment as emphasised by Government through its endorsement of the Climate Change Committee's 6th Carbon Budget. When built HyNet is expected to reduce the North West's CO2 emissions by over 1 million tonnes per annum between 2023-26, rising to 25 million tonnes per annum from 2027-2035 and with a vision to achieve 100 million tonnes per annum between 2035-2050.



SG13 Climate Action

(Principle 4)

Chester Business School's Associate Professor Kirstie Simpson has been working with Professor Joe Howe to lead the UK's Industrial Decarbonisation Workforce Plan and will also be the NW Universities lead on the £20M Industrial Decarbonisation Research and Innovation Centre (IDRIC). IDRIC has been formed to support the decarbonisation challenge and works with academia, industry, government and other stakeholders to deliver the multidisciplinary research and innovation in cross-cutting areas of technology, policy, economics and regulation.

Principle 5: Partnerships

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.



SG3 Good Health and Well-being

(Principles 2, 5 and 6)

Chester Business School used a participatory R&D approach with a wide diversity of specialist arts-based practitioners to co-create a new “creative practices for wellbeing” framework. The framework has been fully adopted by the professional body as the industry standard across the 20 countries it operates in. The new practice framework is now freely available in open access form in 19 languages enabling extensive reach across the countries creative wellbeing practitioners operate in (Albanian, Bulgarian, Chinese (2 languages), Danish, English, French, German, Greek, Icelandic, Lithuanian, Polish, Russian, Sinhala, Spanish, Swedish, Turkish, Vietnamese, and Welsh).

Barbara Bloomfield, Chair of Lapidus International confirms that the research has enabled practitioners to “develop a much greater understanding of, and skill in, how to deliver effective, safe and ethical practice through a form of reflective practice which uniquely promotes closer awareness of the interrelatedness of contextual factors” and that “as a result, the work has impacted 100s of practitioners in the field, and we estimate that this in turn has both improved the health of, and prevented harm to, 1000s of people supported across organisations”.

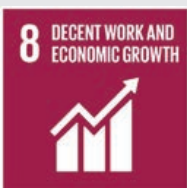
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Creative Practices for Wellbeing - Practice Guidance Report

After two years of research, funded by the TS Eliot foundation, Professor Tony Wall and Coordinator Richard Axtell have completed the below report to help provide guidance for practitioners using creative practices for wellbeing outcomes.

Principle 5: Partnerships

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.



**SDG8, SDG9,
SDG12, SDG13**

(Principles 5 and 6)

The Cheshire and Warrington Business Growth Programme, delivered by colleagues in the Chester Business School, has been aligning more closely with the SDGs, with the aim of supporting local businesses and start-ups to become more sustainable, responsible and ethical. The team has worked with Delivery Partners to develop and deliver Sustainable Growth and Social Enterprise boot camps. The former has included triple bottom line accounting, carbon footprinting, measuring and communicating social and environmental impact and supply chain assessment. The latter is supporting organisations working with communities to drive improvement in economic growth, health, environmental protection and inclusivity.

Alongside colleagues in Commercial Operations, the Programme has supported a Business Growth Club Sustainability event showcasing local business successes and we look forward to delivering more of these in the future. The team are also developing a 'Future Business' series which will provide actionable learnings and resource on circular business model innovation, impact reporting and certification, future leadership, energy and waste, community action and inclusivity.



**SG17
Partnerships
for the Goals**

(Principle 3 and 5)

Chester Business School doctoral programmes are taught as a cohesive, vibrant, and interdisciplinary community with tutors from business, social and political sciences, education, and the arts. In recent years, CBS's doctoral cohorts have become increasingly focused on the two themes of responsible enterprise and work-based learning for decent work, but now typically cross the SDGs. For example, the 2020 cohort comprises candidates examining decent work, health and wellbeing, responsible consumption, and partnership for the goals. CBS's informal, online dialogue groups encourage transdisciplinary discussion, idea generation, and knowledge sharing, around critical issues raised in the wider doctoral curriculum, which are mapped against the SDGs. As such, CBS's doctoral provision focuses on partnership for tackling complex issues.

Principle 6: Dialogue

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

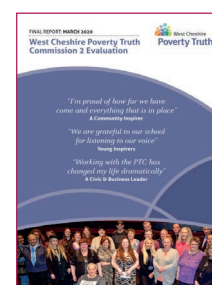


SG1 No Poverty

(Principle 6 Dialogue)

An evaluation of creative and collaborative processes to tackle poverty in Cheshire which could help to tackle the issue in a new way during and after the COVID-19 pandemic was published by Professor Tony Wall. The West Cheshire Poverty Truth Commission (PTC), established by Cheshire West and Chester Council, brings together businesses, leaders of public services, and people with lived experience of poverty, to tackle the causes of poverty through collaboratively agreed action plans at local level. The second PTC focused on three key themes: food poverty; housing and homelessness; and health (including mental health). The evaluation used imaginative approaches to help participants decide what and how to measure the impacts of their transformational action plans. The 18-month commission worked with young people to strengthen their voice. They have managed to influence changes to school meal provision and shared their experiences on the support they receive for mental health and wellbeing. The PTC has also worked with food banks, housing providers and health services, raising awareness of issues and solutions at a local and national level. One of the most radical changes involved a single housing provider changing their eviction processes to focus on wellbeing rather than process.

The evidence captured in the evaluation will underpin council policy moving into the next planning period. This includes integrating anti-poverty strategy into council action plans, rather than hosting another PTC. Louise Gittins, Leader of the Cheshire West and Chester Council, said: "The legacy of this work is the golden thread for our new plans as a council. The work carried out by the PTC has made positive change in the borough and on a national scale."



SG2 Zero Hunger

(Principle 6 Dialogue)

Professor Tony Wall, as part of The West Cheshire Poverty Truth Commission (PTC) evaluation team, highlights that the young people participating in the collaborative study felt strongly about food poverty and considered a high proportion of their classmates were negatively and severely affected. The PTC mapped current provision and identifying barriers then worked with food banks and user groups to tackle issues in schools, as well as supporting individuals. <https://cwc-live.occsites.co.uk/Documents/Download/330/PTC-report>

Principle 6: Dialogue

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



SG10 Reducing Inequality

(Principles 5 and 6)

At an exciting Diversity Festival 2021 launch "The Race for Equality with Peter Cheese: Chief Executive of the CIPD" was undertaken in collaboration with Chester Business School. Peter's keynote address discussed how the CIPD have responded to the Black Lives Matter movement and how the University of Chester and other organisations should prioritise their race equality work. Peter provided an insight into how the wider race for equality agenda could be discussed at government, organisational and individual levels without losing sight of the challenges faced in relation to other equality strands.

The University of Chester Business School was delighted to have brought this topical and important event to the Diversity Festival through its close links with the CIPD. It is now more important than ever for today's students to be fully prepared as tomorrow's leaders. Through our award-winning employer links, students get a real insight into industry to prepare them for their future careers. Equality and Diversity is paramount to this and the Business School is committed to working with employers and with students to develop the skills needed for race equality. It is at the forefront of supporting the equality and diversity agenda through its specialist Human Resources degrees and the regular CIPD events and workshops it provides.



Sustainability Related Publications

Karen Cregan

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