

**University of the West of England, Bristol, UK****Faculty of Business and Law****SIP 2012-14****Statement of Commitment**

UWE Bristol is committed to addressing the issues arising from the imperative for sustainable development. Simply put, this means playing our part in ensuring we support the global sustainability agenda for a strong, healthy and just society living within environmental limits. We have developed policies, plans and strategy to support sustainable development and implemented these into the business of the University both in our educational role and in the management of our estate. This is overseen by a high level University Sustainability Board and action devolved to Services and Faculties to embed sustainable development into our business decision making . This isn't easy, it's a change management process but we are making progress. We have been addressing this challenge since the early 1990s. Our actions and ambitions were formerly expressed in the UWE Bristol Sustainability Strategy 2007–2012 and these are now superseded by this new Sustainability Plan 2013–2020.

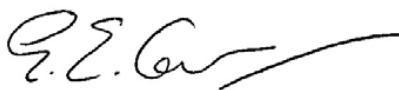
We are committed to ensuring our students - future graduates - are exposed to and can engage with the ideas of sustainable development in their programme of study. In our view it

is important that sustainable development is contextualised within the discipline the student is studying. We also provide opportunities for the informal curricula of volunteering and public engagement to embrace the sustainable development agenda. For us education for sustainable development is about the contribution that can be made to sustainable development through learning and teaching. Key to this is the development of skills, knowledge and values that promote behaviour and approaches that support the goal of reconciling human needs with the environmental limits of the planet.

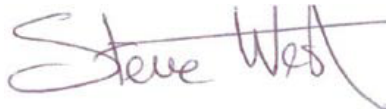
There is much more to do and we are progressively setting ourselves more ambitious targets. We report publically on progress and you will see a large amount of information and data on our web pages. The University is also committed to sharing its practices and the challenges we face within the sector. We are active in a range of organisation promoting and supporting sustainable development policy and practices and our goal here is to support mainstreaming in the HE sector. We are proud to be a supporter of Bristol European Green Capital 2015 and look forward to sharing findings with fellow cities and exploring opportunities for developing more sustainable development pathways during the Green Capital year.

We are embarking upon a major development of Frenchay Campus and expect to spend about £250 million over the lifetime of this plan. The challenge we are committed to meeting is to ensure that the investment in new facilities and buildings brings long term sustainability gains.

Above all, the purpose of this plan is to ensure that the University of the West of England delivers a student and staff experience within an environment and culture incorporating the principles of sustainable development. All UWE Bristol student and staff members will have the opportunity to live, study and work in a sustainable environment as well as develop and use the skills and understanding required to contribute to global sustainability throughout their careers. Through the actions presented in this new Sustainability Plan we will prepare our students for the sustainable development challenges of the 21st century.



**Gillian Camm**  
**Chair of Board of Governors**



**Steve West**  
**Vice-Chancellor**



**Charlie Roper**  
**President UWESU**

## Introduction

This report (our third UN PRME SIP) addresses our achievements and PRIME focused efforts between 2012-14. It is important to emphasise at the very start that the PRME has now been rolled out as a University wide initiative resulting from a close collaboration between the office of the Assistant Vice Chancellor for Environment and Sustainability, Professor James Longhurst (University of the West of England), Dr Georgina Gough (Senior Lecturer in ESD) and Asc Professor Svetlana Cicmil (Director of Doctoral Research in Business and Law and the PRME representative). The introductory Statement of Commitment reflects this important on-going development.

Responsibility (as in PRME) is understood within UWE as being both 1) an educational /pedagogic commitment related to curriculum enhancement and personal development of our students and staff (in all disciplines including business and management studies) and 2) an organisational (UWE) commitment to a set of values related to, for example, global citizenship, human rights, fair and responsible leadership and reflected in UWE's response to the sustainability agenda, the ongoing ecological crisis and other complex challenges in contemporary society.

UWE embraced the Sustainability Literacy Test from the start by piloting it in June 2014 involving 45 participants and then running another one in September involving 120 participants (50% staff and 50% students).

The University has developed a holistic approach to education for sustainable development (ESD). According to the University wide internal audit of the curriculum in academic year 2012-13, 90% of all UWE students were exposed to ideas of sustainable development in ways appropriate for their respective fields of study.

The University supported the Students' Union to develop a cadre of some more than 150 Green Leaders across the departments and programmes of UWE.

We would also like to report that The Faculty of Business and Law has proactively supported the setting up and launching of the UN PRME PRIME REGIONAL CHAPTER UK AND IRELAND, and the PRME lead Svetlana Cicmil continues to work actively on developing innovative and cross-disciplinary collaboration with Chapter members.

The rest of this document contains further information about the above and other highlights of activity since SIP 2012-14, cross-referenced against the key objectives we had set at the time for this reporting period (Bristol Business School SIP 2012-14, p18).

## 2012-14 PRME Highlights: Activities, developments and achievements

### Research across UWE

Research embracing the PRME principles is conducted across the University. The Research with Impact web pages at <http://www1.uwe.ac.uk/research/researchimpact.aspx> provides a suite of case studies of related research.

The research capability and capacity of UWE can be viewed at <http://www1.uwe.ac.uk/research/researchportfolio.aspx>. Particularly relevant research foci include the Air Quality Management Resource Centre; Centre for Floods, Communities and Resilience; Centre for Sustainable Planning and Environments; Centre for Transport and Society; Construction and Property Research Centre; Science Communication Unit. Further details of each of these can be accessed from the research portfolio link.

Relevant research publications and other output may be accessed via the Research Repository at <http://eprints.uwe.ac.uk/>. Searching with the term “sustainability” revealed 616 research deposits as of 13/11/14; “responsible” revealed 153 items, “principles” 1683 items and “management” 2669 items.

### ***The launch of Bristol Leadership Centre (BLC) in autumn 2014***

<http://www1.uwe.ac.uk/bl/research/bristolleadershipcentre.aspx>

Bristol Leadership Centre at the University of the West of England exists to support the development of responsible and effective leadership practice and to advance knowledge in the field of leadership studies. BLC acts as a focal point for research, education and business/community engagement (including public and not-for-profit sectors) on leadership and leadership development at UWE. It is a vibrant community of leadership, management and organisational researchers, educators and practitioners unified by a shared interest in the roles, processes and impacts of leadership and leadership development within groups, organisations and societies focusing on:

- group and intergroup processes in leadership.
- Leadership and management learning
- Worldly leadership.
- Leadership, complexity and change in organisations

Its main purpose is to link expertise and interests with opportunities and to offer a creative space in which research, education and practice can mutually inform one another. The 6 principles of responsible management education (PRME) are reflected in the Centre's priorities:

1. Research with impact: comprising rigorous theoretical and applied studies of how individuals, groups and organisations engage in leadership and leadership learning.
2. Critical and reflective education: a suite of courses designed to prepare current and aspiring leaders for the challenges of leading in a complex and changing world.
3. Engagement with practice: addressing important issues in business (including public and not-for-profit sectors) and society in relevant and accessible ways.

BLC members contribute to a wide range of other community programmes and initiatives, including:

- The [Bristol Leadership Programme](#) for aspiring young leaders in the Bristol region.
- The [Vice Chancellor's Student Leadership Programme](#) for second year undergraduate students at UWE.
- [Incredible Edible Bristol Initiative](#) to promote sustainable food production in our city region.

## [New developments in the curriculum since 2012: linking PRME principle 1 \(purpose\), 2 \(values\), 3 \(method\) and 4 \(research\)](#)

### **MSc Sustainable Development in Practice:**

Launched in September 2012, the [MSc Sustainable Development in Practice](#) (SDiP) focuses on the **urgent challenges faced by organisations, communities and government in effecting sustainable change in individual behaviour, business practice and wider society**. The programme is delivered by an **inter-disciplinary** team of experts from fields including organisational and leadership studies, critical pedagogy, business management, economics, environmental science, sociology, public health and media and communications. Creating a learning experience in which students can explore, test and develop key concepts, tools and approaches in the context of practice and work-based learning is a fundamental underpinning principle of the course.

The underlying premise of the syllabus is that the pursuit of sustainability is both an art and a science. The substantive core modules thus give students a grounding in the science underlying key sustainability concepts such as the notion of "environmental limits", before we move on to considering the human, organisational and political challenges associated with shifting to a social and economic model that is able to operate within those limits.

**Practice-based learning** is central to the course design. For example, the assignments for our core modules are designed to simulate the kind of brief that students can expect to



encounter when they graduate. To date the Work Based Learning module has enabled students to gain experience in a whole range of sectors including sustainability NGOs and campaign groups, spatial planning and construction, sustainable energy, nature conservation, food retail, higher education, local government and sustainability consultancy. The University is a key partner in [Bristol European Green Capital 2015](#) and we anticipate that SDiP students and staff will play a key role in the exciting range of initiatives and events that are planned around this year.

**Collaboration and social media:** The collaborative nature of the programme (e.g. fostered through elements of group-based projects and peer assessment, and the use of technology enhanced learning to facilitate a virtual community of practice via student blogs, online discussions and peer assisted learning) enables students to develop and manage their learning and skills in the context of a vibrant and cohesive learning community. A suite of integrated social media platforms (twitter, facebook and course webpage) further the ethos of student and staff interaction and collaboration, and connecting the programme to issues and organisations in the real world.

### **Modules and programmes actively running since 2012**

- *Module Sustainable Organisation: Vision into Practice:* The module explores both the meaning of “sustainable organisation” and the role of organisations in creating a more sustainable future. It is firmly grounded in a global context and is multidisciplinary in nature. The latter is reflected in diverse but complementary areas of expertise of the teaching team. The notion of “vision” is explored by focusing on the concepts of the contemporary socio-economic world order, the ecological crisis, global ethics, law and human rights, to reflect moral, political, psychological and economic aspects related to new understandings of sustainable growth and pro-sustainability change. The notion of “practice” is explored by studying and critically evaluating available evidence of how organisations have strategically, structurally and operationally been embracing the sustainability imperative in their specific context. The module aims to 1) develop the students’ understanding of complexities, risks and challenges in implementing a vision of sustainable organisation; 2) improve their ability to evaluate, advise on, and/or lead appropriate sustainability-related interventions in a variety of organisational and industrial settings, and 3) enhance their confidence in making choices about tools, techniques, strategies and policies that match a specific organisation’s needs. The module aims to provide a challenging and rigorous pedagogic experience in which responsibility, accountability and ethics are addressed in a global context. It contributes to the cross University MSc Sustainable Development in Practice (please see below).
- *Module on Globalisation Trade and Natural Resources (level 3):* The module examines international, regional and national legal and institutional arrangements concerning the use and conservation of natural resources. It analyses both trade and investment aspects of these arrangements along with legal principles guiding the conservation of natural resources. As part of the module, students develop projects on natural resource management including water, renewable energy, forestry, biodiversity and oil/gas. The students also conducted research on corporate social responsibility, environmental harm and corporate liability. This module is led by Elena Blanco and Professor Jona Razzaque.

- *Module on Natural Resources Law (Level M)*: Natural resources regulation is analysed within the conceptual framework of sustainable development as the module examines links between exploitation of natural resources for economic development and conservation in the context of broader policy changes such as climate change. The notion of sustainable development occupies an important place in this module as it focuses on the north-south dimension and on individual developing country case studies. This Module is led by Professor Jona Razzaque.
- *Module on International Environmental Law (Level M)*: The module focuses on international legal and institutional arrangements concerning the conservation and use of the environment. The module highlights several key aspects (e.g., trade, human rights and the environment) of international environmental law. It provides an introduction to the principles of international environmental law (such as the principle of common but differentiated responsibilities, precautionary principle), and case studies related to the protection of the environment (hazardous waste, air pollution, climate change, biodiversity). The module also examines questions related to compliance, liability, remedies and enforcement of international environmental law. This module is led by Professor Jona Razzaque FBL.

Across the University modules linking principle 1 (purpose), 2 (values), 3 (method) and 4 (research) of PRME can be found. A full listing of modules validated at UWE can be found at <http://info.uwe.ac.uk/modules/listEntry.asp>

## Creating the Space for Dialogue: linking PRME principle 1 (purpose), 2 (values) 4 (research) 5 (partnership) and 6 (dialogue)



1. *UWE SU Green leaders* The Green Leader project is a university funded project that provides students here with an opportunity to get involved with real life sustainability project. The Green Leaders are a group of

dedicated students committed to inspiring, creating and developing a range of programmes and projects to create positive social and environmental change here on campus, in the curriculum and in Bristol's Community. Sustainability is a key part of life here at UWE and becoming a Green Leaders is a fun, creative and inspiring way to engage and empowers students and staff to live an ethical and sustainable lifestyle. Being a Green Leader offers students training and support to efficiently and effectively challenge and improve UWE's sustainability agenda and equips them with skills, knowledge and values to create a society of green thinking and action.

2. *Green skills for a low carbon economy: Linking business, trainers and communities* (12 June 2013): Funded by Higher Education Innovation Fund and the *iNets* South West Environmental, the Roundtable on 'Green skills for a low carbon economy' explored available green skills that equip people to make carbon-efficient and environmentally friendly choices in the workplace and brought together businesses

that offer green jobs, trainers who promote the development of green skills, and local and sectoral partnerships that support work placement agreements and low-carbon initiatives by communities. Organised by Professor Jona Razzaque, FBL.

3. *Session on Renewable Energy and Sustainable Development'* (Socio-Legal Studies Association Conference, Aberdeen, April 2014). This seminar examined the challenges of the use of renewable energy. Renewable energy is attractive, particularly to developing countries, as it allows access to energy and promotes energy security. On the other hand, inadequately regulated renewable energy, such as biofuels, can produce wide-ranging problems. The session examined the legal and policy challenges that all countries face with regard to renewable energy and regulations that govern renewable energy in both developed and developing countries in a sustainable manner. Organised by Professor Jona Razzaque, FBL.
4. *The Green Economy and Human Well-being: Integrating human development in environment related economic policies - indicators and impact* (UWE Bristol, 25 November 2014). Funded by the Socio-Legal Studies Association, this event aims to assess the conceptual link between green economy and human well-being, the effectiveness of economic and environmental indicators as well as difficulties in measuring the indicators of human well-being and social equity. While there is general consensus that green economy policies need to address environmental concerns, identify key areas of policy interventions and contribute to human well-being, it is less clear which tools to apply in the design and implementation of environmental related economic policy. Organised by Elena Blanco and Professor Jona Razzaque, FBL.

**Networks: Linking principles 1(purpose), 2 (value), 4 (research) and 5 (partnership) of PRME**

1. *Environmental Law Unit (based in the UWE)*: Headed by Dr Benjamin Pontin, the Unit comprises a group of radical environmental law academics committed to a critical engagement with the legal principles and rules necessary for society to work within ecological constraints. Bristol is a fitting place for this collaboration for, as one of the very first industrial cities in the world's first industrial nation it has a long tradition of being at the heart of environmental problems and their response. The Unit is premised on the belief that environmental problems are problems of the law. Members are concerned with the task of identifying new laws, or new applications for old laws, that are necessary for societies of the twentieth-first century to work in harmony with nature. This Unit is part of the Centre for Legal Research of FBL.

See: <http://www1.uwe.ac.uk/bl/bls/research/environmentallawunit.aspx>

2. *IUCN Academy of Environmental Law*: Since 2010, the Department of Law is the member of the prestigious IUCN Academy of Environmental Law. The IUCN Academy of Environmental Law is uniquely positioned in building environmental law education capacity and promoting the conceptual development of environmental law. The Academy recognizes that environmental legal education is a vital contributor to the rule of law and to robust environmental governance essential for sustainable development and can be achieved through (i) development and delivery of programs aimed at building university teaching capacity in environmental law; and (ii) generation of global research programs with major partners to feed into national and international environmental law and policy agendas.



See: <http://www.iucnael.org/en/our-members.html?sobi2Task=sobi2Details&sobi2Id=120>

3. *ANTIS (based in the UWE)*: headed by Jona Razzaque and Elena Blanco. This network brings together a number of experts throughout Asia. This network will collaborate and research upon trade, investment and sustainability issues, reaffirming UWE's commitment to institutional sustainability and corporate responsibilities. We are putting together the database of experts based in Asia with expertise on investment law and environmental law.

See: <http://www1.uwe.ac.uk/bl/bls/research/antis.aspx>

4. Global Network for the Study of Human Rights and the Environment (GNHRE) – a Network for the Creation of Change, with a number of FBL/BLC academics involved in its leadership <http://gnhre.org/about-us/> A global network of thinkers, researchers, policy-makers, opinion-formers and community activists whose diversity forges new conversations and relationships. We produce exchange and learn from world-leading scholarship and insights drawn from community-embedded experience and praxis at the interface between human rights and the environment all over the world.

Across the University a wide range of networks linking academics and business, community and voluntary groupings exist (see for example <http://www1.uwe.ac.uk/business/innovationandfunding/inets.aspx>). These include the Environmental Technologies Innovation Network ( see <http://www.environmental-inet.com/> ) a £2.4m EU joint programme led by UWE working with the University of Exeter, Royal Agricultural University and City of Bristol Council, supporting enterprising businesses develop innovative environmental technologies in the construction, transport, waste and energy industries.

The University plays a leading role in the Bristol Green Capital Partnership ( see <http://bristolgreencapital.org/european-green-capital-award/> ) and was actively involved in securing the prestigious designation of European Green Capital for Bristol in 2015 (see <http://www.bristol2015.co.uk/>).

University academics plays a leading role in the governance of UK professional bodies including the President elect of the RTPI, the Chair of Council of IEMA and the Vice President of the Institution of Environmental Sciences.

## **Education for Sustainable Development (ESD) at UWE**

The University has developed a holistic approach to education for sustainable development (ESD). We incorporate ESD by offering curricula that provide the opportunity for all students to engage in and understand the meaning of sustainable development within the context of their discipline of study. We also place great emphasis on providing a range of

co-curricula activities and opportunities that are linked to sustainable development. This includes the harnessing of sustainable campus infrastructure, operations and culture change interventions as a resource for learning, teaching and research. Our Quality Management and Enhancement Framework incorporates detailed consideration of education for sustainable development (see <http://www1.uwe.ac.uk/aboutus/departmentsandservices/professionalservices/academic/services/qualitymanagement/qualityframework.aspx>). The Teaching and Learning approach of the University identifies education for sustainable development as a pedagogic driver.

We are progressively infusing sustainable development into the curricula of all undergraduate and postgraduate provision. In 2011/12, 71 per cent of our students had been exposed to concepts of sustainable development through their programmes of study. By 2012/13, this had risen to 90 per cent. Through the collaborative efforts of the staff network for sustainability education (KESE – see below) and the UWE Students' Union, we are implementing the Sustainability Plan 2013 – 2020 to expose all students to education for sustainable development by 2020. We recognise that some students 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 a student resource called Keys to Sustainability. This will be available to all students through our virtual learning environment and students will work through modules at their own pace. Once all units are completed, they will have a certificate of completion which will contribute to the UWE Futures Award and their Higher Education Achievement Record.

### **Placements and work-based learning projects**

Sustainable development features strongly in a significant number of the hundreds of placements and work based learning projects that take place each year. UWE Bristol's Green Internship Scheme offers funded placements. These allow employers to tap into our student talent and give students a potential first step into a green career. Among the many successes of this scheme was its support for the Bristol Green Capital Partnership in its preparations for the successful 2015 Green Capital bid.

A cross-University staff group Knowledge Exchange for Sustainability Education (KESE) is charged with promoting, encouraging, challenging and leading academic engagement in education for sustainable development. Some 70 staff are currently engaged in this network, drawn from the four faculties of the University. In meeting the responsibility placed upon it, KESE has developed, and is overseeing implementation of the University-wide Education for Sustainable Development Action Plan. A SharePoint which all Staff can access serves as a resource point for further information about the group's activities and as an information hub for events, documents and links in the field of Education for Sustainable Development. KESE has produced a slide set to support the teaching of sustainable development at UWE Bristol. This resource is intended for anyone in any discipline who wishes to include sustainable development in their teaching whether at undergraduate or postgraduate level. UWE staff can log in and access the slide set by visiting the Introduction to Sustainable Development Teaching Resource Slide Set SharePoint site.

## Staff development

Sustainability forms a part of our staff development provision. Induction programmes provide an introduction to the UWE Bristol plans and ambitions. The Academic Development Programme for new academic staff explores the pedagogic opportunities to embed sustainability in the curriculum whilst the annual ESD staff day provides a range of experiences, sharing opportunities and enhancement activities. In addition, development sessions are available for department management teams, programme and module teams to explore opportunities for including sustainability considerations.

Via the office of the Assistant Vice-Chancellor, Environment and Sustainability, UWE Bristol plays a significant role in supporting the Higher Education Academy (HEA) in its education for sustainable development work through chairing the HEA Education for Sustainable Development Advisory Group. The University is also supporting the sector through chairing the expert group which produced the HEI guidance on education for sustainable development for the Quality Assurance Association and HEA.

## UWE as a sustainable organisation committed to PRME

### Governance

Our vision is to be valued as a leader, innovator and trusted partner for sustainability.

### Our aim

We aim to play a part in supporting the global sustainability agenda for a strong, healthy and just society living within environmental limits in everything that we do. Central to this commitment, is our ambition to create an environment and culture in which all student and staff members have the opportunity to develop and use the skills and understanding required to contribute to global sustainability and health throughout their careers.

### Leadership

Overall strategic leadership for sustainability is guided by the Vice-Chancellor and Deputy Vice-Chancellor. Their leadership is reflected in our ambition to be a ground breaking example of a sustainable university as evidenced in Strategy 2020 ( see <http://www1.uwe.ac.uk/aboutus/visionandmission/strategy/strategydocuments.aspx>) and the UWE Bristol Sustainability Plan 2013 – 2020: Positive Footprint (see <http://www1.uwe.ac.uk/aboutus/visionandmission/sustainability/governanceandstrategy/sustainabilitydocuments.aspx>).

Our sustainable development policies and practices are overseen by the Sustainability Board which is chaired by the Assistant Vice-Chancellor, Environment and Sustainability, and comprised of senior academic and professional staff from across the University, plus representatives from the Healthy University Group, Students' Union and student society People and Planet. This Board reports to Academic Board, the Vice Chancellor's Advisory Board and the Board of Governors. The Sustainability Board has overall institutional responsibility and accountability for overseeing the delivery of the aims and ambition set out in the Sustainability Plan. The Assistant Vice Chancellor for Environment and Sustainability

is charged with promoting the integration and enhancing the impact of our sustainability teaching, research, and knowledge exchange and community engagement.

The UWE Sustainability Plan 2013 -2020 provides a suite of KPIs covering:

Health, wellbeing and community

Engagement in the sustainability journey

Education for sustainable development

Resource effectiveness:

Sustainable procurement and ethical investment

Energy/carbon management

Campus development

Waste, emissions and discharges

Water management

Green IT

Smarter travel

Biodiversity

Our wider corporate social responsibilities

The aims and objectives for each of these areas are documented in the Sustainability Plan. Specific implementation plans to meet these aims are also available at

<http://www1.uwe.ac.uk/aboutus/visionandmission/sustainability/governanceandstrategy/sustainabilitydocuments.aspx>

The university is accredited to ISO14001, the environmental management standard, for all aspects of its operations, including delivery of its educational mission. The routine reporting requirements of this management standard assists the University in demonstrating progress with meeting the aims of the Sustainability Plan.

## Strategic objectives for the next reporting period 2014-2016

Incorporate UWE oversight of the PRME principles into the terms of reference, accountabilities and responsibilities of the Sustainability Board.

Incorporate PRME principles within the ESD Action Planning including the Quality Management and Enhancement Framework

Report on student exposure to PRME across the University through the ESD reporting structures.

Explore PRME within the European Green Capital 2015 activities of UWE

Further develop the research with impact agenda with reference to the PRME principles.

Enhance recognition of PRME principles amongst volunteering and internship community

Work with Green Leaders and UWESU to embed PRME awareness within SU activities.

To offer the Sustainability Literacy Test to staff and students each year during Green Week.

Utilise UWE's Green Week opportunities to promote staff and student awareness of PRME principles.

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.



## APPENDIX 1

### Selected Research Output

#### ***Responsible leadership***

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- Cicmil S and Gaggiotti H (2014) 'The slippery use of culture in projects: towards alternative theoretical possibilities embedded in project practice' *Engineering Project Organization Journal*, <http://bit.ly/1lyU7rv>.
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- Gaggiotti, H. & Simpson, P. (forthcoming) 'Should We Teach Students to Theorize? Classical Greek Philosophy and the Learning Journey' in Mabey, C. and Mayrhofer, W. *The leaders we deserve: Questions Business Schools Don't Ask*, London: Sage.
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### **Law, Human Rights and Environment**

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### **Education for sustainable development**

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