

***Global Thinking, Sustainable Practice, Professional Success***

The Principles for Responsible Management Education (PRME)

SHARING INFORMATION ON PROGRESS REPORT

June 2013

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**About the University of Salford**

Salford is an ambitious university at the heart of a fast-developing community. Our expertise is helping to transform individuals and communities through excellent teaching, research, innovation and engagement.

Our campus is at the heart of a £650m regeneration scheme and with the MediaCityUK, Salford and adjoining Manchester are exciting places to be. We’re at the forefront of this transformation, leading the way in areas such as health, energy, media and the built environment. Our 20,000 students contribute enormously to the local economy and the courses they study on are designed with employment in mind, helping them and the economy obtain real-world skills.

Salford has long been famed for its work with business. We’re carrying on this tradition by helping our graduates become entrepreneurs and supplying our expertise to small business and multinational enterprises.

This tradition is taking a new step forward with our presence at MediaCityUK. Working closely with the BBC and other digital and creative industries our researchers, students and graduates are helping to shape the future of the media sector in the UK.



**A pioneering digital learning space**

**University of Salford MediaCityUK**

**University Strategic Plan**

Transforming our University

Our University aspires to be in the top quartile of UK universities by 2017 measured by our ranking in the standard league tables. This means we will need to transform our performance in the core business of our University by being positioned in the first quartile in UK universities in both teaching quality (we are currently fourth quartile) and our research and innovation (we are currently second quartile).

Our Strategic Plan 2009/10 to 2017/18 – Transforming our University - sets out the means by which we will meet our challenges and realise our aspirations up to 2017 when we celebrate 50 years as a Chartered University.

The University’s Strategic Plan framework shows our mission, vision and our six strategic goals. These have been chosen to reflect our current strengths and the opportunities derived from change and challenge in the national and global economies.

Our vision has now been defined and is what we as an organisation aspire to be:

*“The University of Salford will be, by 2017, an outstanding University renowned for the quality of its engagement, humanity, global reach and leadership in research, innovation and education.”*

Our mission is:

*"Salford is an enterprising University which transforms individuals and communities through excellent teaching, research, innovation and engagement."*

**The six goals, below directly address the University’s comprehensive and demanding agenda for change:**

Goal 1 - *Transforming Learning and Teaching*

* **Primary Goal:** To achieve national standing for teaching quality in the first quartile of UK Universities by 2017.

Goal 2 - *Transforming Research and Innovation*

* **Primary Goal:** To achieve national standing for research performance in the first quartile of UK Universities by 2017.

Goal 3 - *Transforming Engagement*

* **Primary Goal:** To substantially extend the University’s engagement and influence with government at all levels, agencies, industry, professional bodies, schools, colleges, persons of influence, our alumni and the community in support of our research and education mission and for transformation and social good.

Goal 4 - *Our People*

* **Primary Goal:** Recruiting, retaining, developing and supporting a workforce that enables the University to achieve its Vision and its Mission.

Goal 5 - *Transforming Infrastructure and Services*

* **Primary Goal:** To develop spaces, infrastructure and services of outstanding quality to support an ambitious, creative and confident learning organisation supported loyally by its staff and students and widely admired in the community.

Goal 6 - *Internationalising the University*

* **Primary Goal:** To foster a strong embedded culture of internationalism, which encourages our staff, students and stakeholders to view our world from both a local and a global perspective, to extend our international engagement, to contribute to our teaching and research goals, to extend our influence and reputation - to create a more powerful and recognised brand for the University of Salford

**Support and commitment to the furtherance of the PRME Initiative**

In support of the PRME Initiative the following provides a brief insight into some of the areas and activities undertaken by the University of Salford and in particular Salford Business School (SBS).

**Nobel Peace Prize winner Muhammad Yunus championed his concept of**[**social business**](http://www.yunussb.com/index.php/social-business)**as a way to release deprived people from the ‘prison’ of welfare at a special summit hosted by the University of Salford on Saturday 18 May.**

[](http://www.salford.ac.uk/__data/assets/image/0009/286533/varieties/lightbox.jpg)

Muhammad Yunus at the Building Social Business summit

The Bangladeshi economist and ‘world’s banker to the poor’ urged more than 600 people at the *Building Social Business*event to use business for social and community benefit, freeing people from a welfare system created by institutions and a society which locks people in to dependency.

Yunus also praised the University for announcing the creation of the Salford Centre for Social Business, a new body which will work in partnership with local, national and international groups and organisations to develop social business research, teaching and projects.

“The first responsibility of society is to help people in distress,” said Yunus, one of only seven people to have won the [Nobel Peace Prize](http://www.nobelprize.org/nobel_prizes/peace/), the US [Presidential Medal of Freedom](http://www.senate.gov/pagelayout/reference/two_column_table/Presidential_Medal_of_Freedom_Recipients.htm) and the [Congressional Gold Medal](http://history.house.gov/Institution/Gold-Medal/Gold-Medal-Recipients/), placing him in the company of leaders and visionaries including Nelson Mandela, Martin Luther King Jr and Aung San Suu Kyi.

“The second responsibility is to help them out of that situation. Welfare can be like a prison – we lock people in and feed them. We need to free them to help themselves.”

He proposed that poverty is not created by the poor, but by the institutions society has built, and that the social business concept, encouraging the creation of non-dividend companies directly addressing social problems, can rebalance the broken capitalist system.

“We don’t ask ourselves why we are driven to make money,” he continued in his address. “The system has turned us into money-making robots. Making money can make you happy, but making other people happy gives you ‘super-happiness’.”

He explained that social business can be a significant driver for economic growth through identifying a social need and then meeting the need, creating self-supporting, non-dividend viable enterprises that produce goods and services that make the world a better place. His aspiration is that 1% of the global economy within the next five years should be based on the social business model.

During the day Yunus and attendees also met representatives from Salford and Manchester social enterprises including [The Big Life Group](http://www.thebiglifegroup.com/), [Moneyline](http://elmline.co.uk/), [Unlimited Potential](http://www.unlimitedpotential.org.uk/) and [CARISMA](http://www.carisma.me.uk/), who discussed their work and other ideas around the impact of social businesses on the lives of disadvantaged communities.

Later, Yunus received an honorary degree during an evening reception and ceremony held at the University’s MediaCityUK building.

Commenting on the University’s Centre for Social Business, he said: “Usually when I visit a university I have to persuade them to engage with the idea of social business. Here at Salford, they are already doing it. I’m impressed that the University is already doing a great deal of good work in the area of social enterprise and ethical business. It has such a strong connection with its local community and does important work in helping to address the needs of the people of the area.

“My visit has allowed me to meet with many people who are already tackling the needs of society and their local communities. The Salford Centre for Social Business can give people who want to set up social businesses advice, networks to help them get started and concrete examples of successful projects in action.”

Professor Martin Hall, the University’s Vice-Chancellor, said: “We are proud to call Professor Muhammad Yunus our friend. Yunus may be one of only seven people in history to hold both a Nobel Prize and the two highest honours from the USA, but he is the only one to also hold a University of Salford honorary degree.

“Yunus’s visit gave the chance for our students and staff, and hundreds of people outside the University, to learn more about his ideas and will hopefully inspire some of them to start their own social business.

“Our University has always been firmly rooted in the local community with many activities and research projects already taking place here, encouraging social enterprise and society benefit, reflect Yunus’s vision. The launch of our Centre for Social Business will give further focus and an important boost to this work.

“With partners and investors we will be creating a Social Business Fund to encourage growth and in support of new ideas. We will also be seeking new ways to define the meaning of ‘access’ to universities, raising aspirations and removing barriers – whether they are cultural or financial. We will explore how social business can inform what this University does and how it does it.”

**Foundation - Ethical Practice**

The ethical expectations of the University of Salford are set by Academic Audit and Governance Committee on behalf of Senate, taking account of ethical codes set by certain Professional, Statutory and Regulatory Bodies and by certain sponsors of research, and these expectations are documented in ‘Integrity and Self-Regulation in Research and Considering Allegations of Misconduct in Research’. These form part of bespoke staff and student induction and on-going development sessions and are available in handbooks and on-line on the University Intranet. They set out detailed arrangements for the monitoring and investigation of ethical matters and link into the appropriate disciplinary procedures.

The University requires academic activities to be consistent with basic ethical principles. These are those general judgments, which serve as a basic justification for the many particular ethical prescriptions and evaluations of human actions. The University in particular is guided by three specific basic ethical principles: Respect for the autonomy of human subjects, Prevention of harm to those undertaking academic activities or human research subjects and ‘just action’ towards those who contribute to those academic activities.

Linked closely with Salford Business School’s sustainable practice strategy is the theme of good ethical behaviour. The development of enterprising and socially responsible business practitioners is integral to business practice improvement. Current themes running through all SBS’s programmes include Diversity within the workplace, Corporate Social Responsibility (CSR), Sustainability, Entrepreneurial & Innovation perspectives and Business Ethics. Within SBS there are a number of nominated faculty members that are responsible for a variety of ethical issues, for example, plagiarism, research, bullying, bribery, harassment abusive behaviour etc. There are codes of conduct and University procedures in place to help deal with these situations, some examples follow:

1. Human Resource Processes
2. Student Charter
3. Ethical Research
4. Partnerships and Engagement
5. Corporate Social Responsibility - Estates
6. Attendance, Leave and Flexible working
7. Staff Development
8. Dignity at Work
9. Managing performance and Workload
10. Safety, Health and Wellbeing

The University of Salford is committed to the furtherance of the principles for responsible management education, (PRME) and therefore fully supports the development of responsible leadership within our institution.



Vice-Chancellor Martin Hall

**The Six Principles**

 **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.

**Salford Business School (SBS) Strategy:** The Business School’s 5-year academic plan contributes to the University’s strategic plan 2009/10 - 2017/18 in response to the substantive changes in the British and global Higher Education market. Aligning with the University’s Vision, SBS’s mission is to be:

“ A first-choice international provider of next-generation business & management education & research developing graduates, managers and leaders in the digitally-connected, complex global knowledge economy who are transformational in thinking, behaviour and practice.”

SBS’s progress towards its mission continues via the following step-change strategy:

1. Global thinking: with over 80 nationalities represented in the student and faculty community, international experiences are shared and emphasised through the internationalisation of the curriculum, research and enterprise.
2. Sustainable practice: focusing on both the pursuit of operational sustainability and advocating consideration of the triple bottom line (Financial, Social and Environmental responsibilities), research-informed contemporary teaching and research is disseminated that profoundly influences business, policy and society.
3. Professional success: prioritising the life-long professional success of our graduates emphasises both the need to address employability skills development and how we can serve business managers and leaders throughout their careers.

For example the MSc in International Business Programme’s objectives link with the SBS strategic priorities above in the following ways:

*1. The creation of global thinking*

The programme seeks to create, develop and provide knowledge of a multi-national and global context taking into consideration cultural norms and values. This specialised research-informed knowledge and interpersonal skills development will enable students to apply this new learning in their future careers.

All students must attend a one-week international residential period of study, which involves industrial visits to key corporate organisations in specific countries. Students are expected to analyse and evaluate these organisations as part of their corporate and international learning experience.

*2. The emphasis on sustainable practice*

The emphasis on sustainable business practice is achieved through the dissemination of global best practice in addressing the triple bottom line (financial, social and environmental), based on research, case studies, and benchmarking against successful organisations. For example, in the module “International Business Operations”, improving sustainable business practice is a major theme. Students apply theoretical underpinnings to case studies which reflect the reality of the international and corporate environments. Students are encouraged to, for example:

* Identify and evaluate the major strategic, operational and resource-based issues faced by companies that seek to operate outside their domestic market.
* Demonstrate an understanding of the concept of “market attractiveness”, and an ability to source relevant data, and to employ means of multiple market comparison.

The development of enterprising and socially-responsible business practitioners is integral to business practice improvement. Current themes running through modules include Diversity within the workplace, Corporate Social Responsibility (CSR), Sustainability, Entrepreneurial & Innovation perspectives and Business Ethics. For example, in the module “International Business Environment” students should be able to:

* Demonstrate a comprehensive understanding of the concept of *responsible business* in the context of the international business environment informed by academic discussion and industry practice.
* Understand and appreciate the meaning and impact of sustainability and working practices through the use of case study, research and video materials.

*3. The development of professional success*

Once qualified, graduates are expected to apply a diversity of knowledge and skills to their own regional, national and international localities and thus contribute to the development of those economies and communities. These skills are acquired through the extensive use of module based case study materials and organisational visits.

SBS has a School Advisory Council (SAC), composed of representatives from local and national organisations. This group meets on a regular basis, and provides a forum for opinions, ideas, and to discuss whether there are any local (or national) initiatives with which the student body might be able to participate. In addition to this, Master classes and guest speakers provide insight into regional, national and international issues and developments.

Recent data from the Government’s Destination of Leavers from Higher Education Survey (DLHE, August 2012) confirms that 100% of Salford business graduates have gone onto work and/or continuing study within six months of graduation.

The MSc International Business has been developed in order to meet the requirements of particular stakeholders. These are:

1. Students:

Students’ main objective is to advance skills and knowledge at a postgraduate level and acquire a qualification in International Business, which will enhance their career opportunities. The positive reputation associated with the Programme is of great importance when they seek employment on completion of their degree.

1. Employers:

Employers across a range of industry sectors are requiring expertise in international business practice from their existing and potential employees. Employers are consulted in curriculum design of all programmes.

1. University staff:

The MSc in International Business offers university academic staff the opportunity to teach to a wide diversity of students from a variety of cultures. This provides a learning experience, which is transferred to the on-going development of the programme content and design. This ensures that the programme remains current and applicable to the corporate world. Teaching on this programme also provides academic staff the opportunity to undertake research dissertation supervision, which in turn, very often leads to more formalised in-depth research projects.

1. Business and commerce, corporate connections:

The MSc in International Business enables representatives of the corporate world the opportunity to contribute to the design and development of the programme. This is undertaken in a variety of ways, for example, as external advisors and through Master classes and networking. In addition, the programme provides scope for consultancy via student projects/dissertations.

In the operationalisation of strategy and its implications for the School’s programme portfolio, a focus around four key areas has been created:

1. A student-centred learning environment facilitating the development of individuals employable in a competitive, global graduate market.
2. Research activity that manifestly impacts on international organisational performance, government policy and/or has a transformational effect on community, wider society and the environment.
3. An outward-facing academic approach engaged in facilitating student learning, research, enterprise and professional practice. This will exceed student expectations, generate external income streams and contribute to the national and international knowledge economy.
4. Robust procedures facilitating sustainable income streams and operational efficiencies to enable the re-investment in academic excellence and professional relevance.

 **Principle 2 | Values**: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Our values:

* The highest academic, professional and ethical standards and service to our stakeholders, clients and partners and, in particular, putting our students first
* Supporting our people and recognising and rewarding excellence and leadership
* Working together for the advancement of the University
* Innovation, creativity, enterprise, courage
* Diversity, humanity, fairness and respect
* Pride in our heritage and the distinctive difference we make to the world
* Investing passion in all that we do.

Salford Business School actively promotes sustainability and diversity within the curriculum in line with the University’s ‘ASPIRES’ learning and teaching strategy, (See Principle 3). The use of international case studies, community and corporate examples, and a wide range of assessment methods demonstrate this. Alongside the acquisition of subject-specific knowledge and skills, students on all programmes also have the opportunity to develop a range of generic, transferable skills to prepare them for a management or business career in a global context, including internationalization, ethical business practices, sustainability, corporate social responsibility, corporate governance, and responsible leadership. The diverse student mix, coupled with the use of group work on programmes, provides daily opportunities for exposure to, and appreciation of, different cultures, thereby helping to enhance students’ employability and ability to operate effectively within the global environment. In addition, there are more specific activities such as cross-cultural awareness workshops, which are offered as part of students’ personal and professional development programmes. Students may also choose to participate in an international exchange, study experience or yearlong postgraduate placement; this allows them opportunities to develop their multicultural skills and awareness of sustainability issues nationally and internationally.

The breadth of nationalities and multilingual fluency evident in both the faculty and student body reflect Salford Business School’s commitment to internationalisation through recruitment from as broad a base as possible – not only in terms of nationality but also, in the case of students, their educational and cultural background. The School delivers undergraduate, Masters (generalist and specialist) and Doctoral programmes. The overall portfolio is subject to regular review to ensure it remains well-balanced and relevant, with sufficient breadth and diversity. Also, that the portfolio is in line with the Mission, that individuals from all parts of the globe – and with diverse levels of prior qualification and/or experience – have the opportunity to develop their capabilities to their full potential. For example and integral to the University’s vision of global reach, programme admission templates are designed to enable comparability and compatibility between the diverse higher education systems and institutions across Europe and further afield; admission criteria for all programmes consider the transferability of various international qualifications; the European Credit Transfer System is applied to all Module Specification documents allowing for European exchange arrangements for both students and staff between the University and other European Institutions; and, at a Business School level, The Graduate Management Admission Council’s (GMAC) GMAT scores (global management admissions test) are accepted for admission to our programmes. As global access is central to the School’s mission, membership of GMAC, an international association of business schools distinguished by their commitment to excellence in global graduate management education, is being pursued. Salford Business School recruits from more than 50 countries around the world. In line with the School’s mission and strategic plan, further development of global partnerships provision is on going.

 **Principle 3 | Method**: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Salford University has developed a new learning and teaching strategy, which has been devolved across the whole University and has set the guiding principles for the development of a new academic portfolio review. The strategy is based on seven themes which form the acronym ASPIRES:

**A**ccessible higher education

**S**tudent focused

**P**edagogically excellent

**I**nternationally orientated

**R**esearch informed

**E**mployability and enterprise led

**S**ustainable

All undergraduate and postgraduate programmes have been subjected to review, re-design and approval processes in accordance with the ASPIRES guidelines. A brief overview follows:

**Accessible Higher Education**

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| --- |
| Promote progression and retention through active engagement by  students and staff |
| Attract highly capable students with varying backgrounds and experiences |
| Arrangements for alternative modes of study enabling learners to balance their studies with the demands of work, family and social life |
| Common first year structures |
| Collaborative provision making links locally, nationally and internationally |

**Student Focused**

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| Personalised help and support to learn and develop for every student |
| Programme and module specifications available, accessible and in an appropriate format |
| Student support in the Blackboard VLE |
| Support student learning with a variety of resources and services |
| Active student participation in management of their programme |

**Pedagogically Excellent**

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| Targets for minimum and maximum student numbers |
| Minimum module credit size |
| Limit summative assessment |
| High quality and timely feedback provided to all students in all elements of their assessment |
| Systematic evaluation of modules and programmes for continual improvement |
| Information literacy at the heart of the curriculum |
| Innovative and inclusive approaches to education and assessment |

**Internationally Orientated**

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| Appropriate assessment of the practical, cultural and learning needs of overseas students |
| Internationalisation of the curriculum and questioning of approaches in different national cultural settings |
| Students and staff from all nations welcomed |
| Language learning opportunities for students through University Wide Language Programme |
| Opportunities to study/work abroad |

**Research Informed**

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| Fostering a spirit of enquiry on all programmes |
| Leading edge research on all programmes |
| Students to engage in research at one or more stages on all programmes |
| Training and development in research approaches and methods to be a feature of all programmes |

**Employability and Enterprise Led**

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| Employability activity available on every award with a variety of credit sizes and durations |
| Active subject based careers guidance |

**Sustainable**

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| Curriculum enables students to understand the impact of their future actions on the physical, social and economic world |
| Programme generates a financial contribution |

In the promotion and development of the theme of sustainability the University has instigated a Learning, Teaching and Enhancement Committee to consider new activities and tasks for implementation. The following table is from the ASPIRES Sustainability report and identifies key projects, actions and timescales:

| **Project/**  **Initiative** | **Task/Project** | **2011/12** | **2012/13** | **2013/14** | **2014/15** | **2015/16** | **2016/17** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Enabling students to have a clear understanding of the impacts of their future actions on the physical, social and economic worlds. | Review of how course teams are evidencing sustainability within their courses through programme approval & re-approval |  |  |  |  |  |  |
| Integrating research into sustainability teaching through local partnerships |  |  |  |  |  |  |
| Use the sustainability agenda to frame an institutional conversation |  |  |  |  |  |  |
| 2. Providing support for academic staff to incorporate Education for Sustainability in the curriculum. | Create resource for students and staff based on existing good practice |  |  |  |  |  |  |
| Promote sustainability during induction programmes for staff and students and through PGCAP |  |  |  |  |  |  |
| Promoting engagement by running a Sustainability Learning & Teaching away day (and ADA/AHA forum) |  |  |  |  |  |  |
| 3. Contributing to the implementation of a carbon management plan and to developing a sustainable campus through linking it with teaching and research activities across the Estate. | Use of co-curricula to promote sustainability activities and projects across campus |  |  |  |  |  |  |
| Integrating sustainable campus behaviour with programmes |  |  |  |  |  |  |
| 4. Programmes to be financially sustainable, generating a contribution of at least 60%. | Executive Planning Group |  |  |  | Review & adjustment (as required) | | |

Key:

RED = Idea/feasibility YELLOW = Definition GREEN = Delivery

Working with the ASPIRES framework has allowed tutors and members of the corporate world to re-design all programme and module specifications with a view to enhancing, for example, intended learning outcomes for the student that meet present and future employment requirements. The process has provided the opportunity to address important global issues and ensure that they are embedded into the curriculum, for example, internationalisation, sustainability, ethical behaviour, corporate social responsibility, employability, the environment, diversity, culture, responsible leadership, the corporate world etc.

 **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.

**Research Strategy and Faculty**

One of the University’s strategic goals is to develop an international reputation as a research–led institution that creates and applies new ideas and creates opportunities for individuals and the global economy. The University is currently in the second quarter (between the median and upper quartile) for our Research and Innovation. Thus, the strategic research goal of Salford Business School is *“*to achieve national standing for research performance [that is] in the first quarter of UK Business Schools by 2017”. This goal is developed into four key strategic priorities for the school:

* To develop an internationally-excellent profile of business and management research, relevant to our stakeholders, as measured by the Research Excellence Framework (REF) 2014 (the UK Government’s University Research Assessment process which is undertaken approximately every five years), by enhancing and sustaining existing areas of research, and developing core strength in general business and management.
* To develop a financially self-sustaining research operation by: increasing research grant applications and income; increasing the postgraduate research student base; continuing to strengthen research links with business and industry, and engaging with corporate partners, the media, and alumni to generate impact in research.
* To engage all academic staff in scholarly pursuit.
* To foster a stimulating, aspirational and supportive research environment across disciplines and in line with business, community and public policy needs.

The re-positioning objective has now been achieved as a result of the following:

* New Chairs and Reader in Strategy, Corporate Social Responsibility, Entrepreneurship, Employment Relations, and Management Studies.
* Three new Chairs in Marketing and one Readership.
* Three new Chairs in Finance and Accounting areas and one Readership.
* Further appointments are underway.
* A re-focusing of strengths in Statistics, Operational Research [OR], Information Systems [IS] through the creation of a Centre for Sports Business, a Centre for Social Business and a Centre for Digital Business Technologies.

**SBS Research Structure**

Research in Salford Business School is organised within four Academic Units:

* International Accounting, Finance & Economics
* International Strategic & People Management
* International Marketing & Services Management
* International Operations & Information Management

Each Academic Unit has a Research Convener who manages research within the Unit, reports to the Associate Dean for Research and Innovation who leads research and innovation in the School, setting the strategic priorities and operationalising these in the School plan.

Ethical approval, in the context of University level policies, is delegated to the University’s Colleges. The aim of the University College Ethics Panels is to facilitate research whilst protecting the University, researchers and research subjects. The College Ethics Panels consider applications for ethical approval of research projects for academic staff and for postgraduate research students. The information contained in the applicable University web pages provides guidance on the operation of the College Ethics Panels, together with information and resources on ethical practice in research. It should be viewed as a starting point rather than a comprehensive guide, as the requirements of each project are unique. Hence, the panels seek not to be prescriptive, but to ensure that research carried out within the University is consistent with basic ethical principles. There are complementary Panels for Teaching and Engagement.

**Examples of Current Research Projects**

- The prevalence, design, development and implementation of codes of conduct within small and medium enterprises (SME’s). This research is concerned with ethical behaviour, responsible leadership and corporate social responsibility aspects within SME’s.

- Ethical Fusion, this research is focused on organisational reputation after a large organisation has acquired a smaller organisation with the view to enhance its own ethical reputation.

- The Business School has recently been successful in acquiring funding for the ELIE Project - Employability: Learning through International Entrepreneurship. The aims are to develop new methods of giving people the capabilities and skills to start up their own business if they emigrate from their country of birth. ELIE will work with immigrant entrepreneurs across Europe to discover their experiences of starting up and maintaining a business in a new country.

- Quality and Innovation in Vocational Training for Enterprise Cultural Heritage Management (MNEMOS). This is a two-year project funded by the EU’s Lifelong Learning: Leonardo da Vinci programme. The overall objective is to develop an innovative vocational training approach in order to exploit the potential of Enterprise Cultural Heritage (ECH) Management in small and medium-sized enterprises (SMEs). Partners include SPIN (SME), Italy, Tis Praha (SME), Czech Republic, Turku University, Finland.

- Innovation Policy for University City Regions (INNOPOLIS). This is a three-year project funded by EUs INTERREG Programme. The overall objective is to identify and disseminate best policy practice - at the regional level – that aims to stimulate the interaction between universities and enterprises. Partners include the NWDA, the City of Helsinki, Aalto University, Lodz Region, the University of Lodz, the Region of Central Macedonia, and the Aristotle University of Thessaloniki.

The following are newly established University-wide Centres which are multi-disciplinary providing opportunities for consultancy, research, funding collaboration, bespoke training courses etc.

# Centre for Social Business

The Centre for Social Business promotes research and consultancy in areas such as microfinance, community issues, social housing, sustainable design, corporate social responsibility and business ethics.

In addition to engaging with national and international networks that address social business issues the Centre also aims to focus upon social business activity within the City of Salford: - contributing to its development and drawing from the skills that exist within Salford to provide academic qualifications in social business, tailored executive training in social business, underpinned by a thriving research community examining social business.

Its members demonstrate a strong record of internationally recognised research and features partnerships with policy makers, practitioners and the wider community to produce relevant and influential research that impacts on social business issues affecting today's society.

**Centre for Digital Business**

The Centre for Digital Business has an internationally-recognised profile of research in digital technologies, and given the University of Salford’s new campus at [MediaCityUK](http://www.salford.ac.uk/mediacityuk), it is well positioned to be a facilitator and enabler for local and global businesses. Activities of the Centre include providing a hub for commercially centered workshops, hosting key guest speakers, consultancy, postgraduate supervision, funding collaboration and providing bespoke training courses to equip individuals with necessary critical digital business and analytical skills.

The Centre members’ areas of expertise are comprehensive focusing upon the application of digital technologies and information systems within the business environment. The objective being to help organisations solve their business problems create value and improve business performance. Combining an internationally recognised research and practice-based expertise the Centre can provide analytical rigor and effective consultation on a range of business areas, such as:

1. Business (re)modeling - Using a range of business analysis techniques and bespoke toolkits the Centre members are able to work closely with organisations and advise on new business strategies for the rapidly changing business landscape.
2. Developing digital strategies - Advising businesses can harness social media and disruptive technologies to promote growth, product awareness or build a social media marketing campaign.
3. Information systems security - Guiding SMEs through the complexity of data security, information management and compliance.

The Centre is currently working on a funded research project that investigates the way in which empty houses can be brought back into use through the development of an innovative and sustainable empty homes engagement strategy.

**Centre for Sports Business**

The Centre for Sports Business promotes research and consultancy in sports statistics and analytics, sport finance, sport law and the economics of sport. It boasts a continued record of world-renowned research with its members publishing their work in top-rated academic journals.

## Consultancy

In addition to producing outstanding research, the Centre is committed to providing consulting services on a wide-range of topics to industry partners.

Members of the Centre have worked on projects with, Barclays Premier League, EA SPORTS, Football Association, Press Association, Football DataCo, NPower Championship and British Cycling.

Example projects include:

* The EA SPORTS Player Performance Index, the official ratings system of the Barclays Premier League
* Forecasting and modelling for the gambling industry
* Statistical analysis of survey data, for example, Ipsos MORI report “British Survey of Children, the National Lottery and Gambling”
* Monitoring of the randomness of National Lottery games
* Investigation into corruption in sport for the Central Council of Physical Recreation (now known as the Sport and Recreation Alliance)

 **Principle 5 | Partnership**: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Historically, the University of Salford has had close associations with the local industrial community providing training education and development in service, manufacturing, commercial, local government and health sectors. SBS has a strong reputation for its approach to being actively responsive to the needs of the local and national community.

One of SBS’s strategic priorities is to develop the employability of graduates. This is being facilitated by forging relationships with employers and professional bodies in order to ensure that SBS’s programme content, design and delivery are relevant to the needs of the corporate world and hence, that students have the appropriate, up-to-date, skills, knowledge and experience. SBS, through the University’s membership of the Principles of Responsible Management Education (PRME), has a strong reputation for its approach to being actively responsive to the needs of the local and national community promoting responsible leadership. In many instances this has been achieved through academic staff working with professional clients and jointly designing custom-made certificated and non-certificated courses for delivery to different sectors including commerce, healthcare, services and industry. Examples of collaboration with the corporate world follow:

* *Institute of Directors (IoD):* The IoD Company Director Programme is a nationally, structured professional and personal development programme specifically designed for all practicing and prospective company directors. It covers the essentials of responsible leadership and can lead to the IoD's widely recognised Diploma and Chartered Director awards.
* *Leading Enterprise & Development Programme (LEAD):* The LEAD programme is delivered by SBS staff and leading industry professionals. The programme has involved companies with up to 50 employees and is designed to equip owner-managers with the skills and abilities to effectively and efficiently manage their resources, capitalise on new opportunities and develop a sustainable business that can contribute to the community.
* *Chartered Institute of Purchasing and Supply (CIPS):* In early 2010 Salford Business School gained accreditation from CIPS as an approved centre to deliver CIPS qualifications. These are widely regarded as an international benchmark of excellence, enhancing standards of professionalism and performance throughout purchasing and supply.
* *Institute of Leadership and Management (ILM):* Currently SBS offers ILM qualifications in-company to organisations in the North West. At present SBS is working with the Fire and Rescue Service to offer Supervisory Management and Middle Management ILM accredited courses. These courses will be tailored to meet the specific requirements of the organisation and allow participants to obtain a recognised qualification from a leading professional body.
* *Business-Wise Programme:* SBS’s partnership with Capita Symonds (Project Consultancy Organisation) was formed in 2008 with the objective of jointly designing an innovative Postgraduate Certificate in Business Performance Management which has a dedicated credited module entitled, Responsible Business Practices. This was specifically developed to suit the needs of the client. To date, over one hundred Capita Symonds employees have been enrolled onto this programme. SBS tutors and Capita Symonds staff jointly teach the Postgraduate Certificate.
* *Search & Social Media Marketing:* Developed in 2010, the Search and Social Media Marketing programme goes beyond the usual search engine optimisation training by developing skills in using websites as a business tool with a focus on developing marketing methods that allow the measurement of return on investment (ROI). A unique collaboration between academia and industry, this course gives students access to the latest thinking and practice. The programme offers an industry-respected qualification through SEMPO (Search Engine Marketing Professional Organisation), enhancing students’ employability profile and client recognition.
* *Salford Healthcare - Primary Care Trust:* SBS has developed and delivered a customised and innovative Management and Leadership Programme in partnership with Salford Primary Care Trust (PCT). This programme is intended to enhance the capability of the PCT to deliver world class commissioning. Following the success of this programme SBS has commenced work with the PCT on a broader programme of organisational development, which includes a coaching skills programme to support managers’ continuing development.
* *North-West (NW) Alliance:* Developed in conjunction with the School of Nursing and Midwifery, SBS is currently delivering the 21st Century Leadership Programme to 80 managers and clinicians across the 24 Community Health Service providers in the North West. The managers and clinicians, from a diverse range of professions delivering community health services, have been nominated to help lead their teams to improve the quality of patient care.
* *Broughton Trust Action Learning Sets:*  As part of SBS’s contribution to Salford and Community Development. A training and development programme was designed and delivered for twenty 3rd sector organisations with the specific objective of “20 sector leaders to develop skills for stronger leadership and identify and make changes in their organisation’s business model by September 2013.

With regard to the corporate world, the academic year 2012/13 provided, for the first time, the opportunity for all students to participate in a placement project within an international or national organisation. This has provided SBS the opportunity to develop a much wider stakeholder dialogue forum for which we hope to develop over the next eighteen months.

International Partnerships

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| One of the six strategic goals in the University’s 2017 Vision is “Internationalising the University”. The goal is to foster a strong culture of internationalisation which encourages staff, students and stakeholders to view the world from both local and global perspectives, to extend international engagement, contribute to teaching and research goals, and through influence and reputation create a more powerful and recognised brand for the university. For many years, SBS has been a major contributor to the internationalisation of the University and continues to play a key part in the new top-level organisational strategy, evidenced by its commitment to create global citizens. Formal partnerships with global Higher Education and other institutions benefit SBS in a number of ways including the promotion of curriculum development and innovation and the extension of opportunities for international experience for staff and students. Currently, SBS has 43 formal international partnership agreements in place. Partnership activities include staff exchange, student progression, research and teaching in countries including Latvia, China, Egypt, Turkey, France, India, Singapore and Switzerland. The following international collaboration projects, some of which are in place and others under development, benefit the School in a number of ways: (i) They provide the opportunity for students to progress onto SBS Master’s programmes, (ii) They provide the opportunity for staff and student exchange programmes, (iii) They provide SBS with the opportunity to deliver Salford programmes overseas, (iv) They provide a forum for the development of joint research projects, international visits and joint degree development:   1. Sino British College, Shanghai, China (SBC): This has been a long standing partnership and currently involves student progression from SBC to SBS. Salford Business School formally recognises SBC’s undergraduate programme as equivalent to the first two years of a UK undergraduate 3 year degree and therefore students from SBC are permitted entry onto SBS’s final year. On successful completion of this final year, students are awarded a Salford University Degree Certificate. 2. SSTC Singapore will provide a top-up year for their Edexcel HND students to enable the award of degrees in business and management and hospitality management. On successful completion of this final year, students are awarded a Salford University Degree Certificate. 3. Robert Kennedy College, Zurich, will provide an e-learning and delivery platform for five of SBS’s Masters degrees and also offer block residential school opportunities within a number of global University HUB locations – including Salford, Zurich, Shanghai, Dubai and Singapore. 4. The provision of the opportunity for Collaborative Partners in India, to send students for a short placement and study for a Post-Graduate named Certificate during their Masters Programme. The Universities in consultation are at present both based in the North and a Southern counterpart is currently being sourced. 5. The University is creating a global number of virtual HUBS SBS will be using these HUBS to provide Masters programmes in business and law, the delivery will be supported by a week long residential for each of the modules studied and will be made available on multiple sites. 6. Salford Business School offers three international modules with intensive projects via the Erasmus Lifelong Learning Programme, enabling students to experience overseas studies in a two week block as part of their final year degree programmes. |

The breadth of nationalities and multilingual fluency evident in both the faculty and student body reflect the School’s commitment to internationalisation through recruitment from as broad a base as possible – not only in terms of nationality but also, in the case of students, their educational and cultural background.

 **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. We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.

The University of Salford recognizes its unique position in the community and the impact it can have especially in terms of social responsibility and sustainability. The following are examples of present activities and future goals:

**Carbon Management**

In 2005/6 the University of Salford emitted almost 20,000 tonnes of carbon dioxide equivalent. This is enough to fill 4000 hot air balloons!

We have committed to reducing carbon emissions by 43% from the 2005/6 baseline by September 2020. Our interim milestone is to reduce emissions by 30% by September 2015.

Global climate change is recognised as the key environmental threat facing the world. This, along with the volatility of energy prices, [HEFCE sustainability policy](http://www.hefce.ac.uk/lgm/sustain/) and carbon reduction targets, Government policy and student pressure is driving the University to reduce carbon emissions.

University of Salford is one of 33 Universities taking part in Phase 6 of the Higher Education Carbon Management (HECM) programme run by the [Carbon Trust](http://www.estates.salford.ac.uk/page/www.carbontrust.com). With the support of this programme, we have recently launched our Carbon Management Plan to define how we will work towards our target of a 30% reduction in carbon emissions over 5 years based on 2005/6 emissions.

For more information visit: http://www.estates.salford.ac.uk/page/Carbon\_Management

**Fairtrade**

The University of Salford was awarded Fairtrade Status by the Fairtrade Foundation in January 2011.

Our Fairtrade Policy

The University of Salford supports the aims of the Fairtrade Foundation and will demonstrate its support by working to the criteria stipulated by the Fairtrade Foundation and attaining Fairtrade University status.

Our Fairtrade campaign strives to create Fairtrade policy awareness and to encourage our community of students and staff to understand and support the Fairtrade ethos. Our campaign will include:

1. Holding Fairtrade events.

2. Promoting Fairtrade events, initiatives and products on University and Students’ Union websites and in publications.

3. Selling Fairtrade products in all our retail outlets and offering Fairtrade refreshments during hospitality and meetings where practicable.

We have established a Steering Group to implement our policy whose membership includes: ·

* Executive Director, Estates & Property Services
* Environmental and Sustainability Officer ·
* Catering Services Manager ·
* Chief Executive, Students’ Union ·
* Vice President, Students’ Union

The Steering Group will meet each term to plan and co-ordinate a Fairtrade campaign which includes activities by the Students’ Union and the University, and which will be integrated with other university events where feasible. The Steering Group will work collaboratively with other units, including the Student Life Directorate and the Department of University Development.

Our Goals

1. To promote the Fairtrade ethos and a range of Fairtrade products on an on-going basis.

2. To increase the variety of Fairtrade products in our retail outlets and increase the visibility of the Fairtrade message.

3. The University and the Students’ Union will work collaboratively to ensure consistent and coherent support for Fairtrade products.

4. The Steering Group will guide the campaign, utilising partnerships internally and externally to enhance support for Fairtrade.

5. To review our achievements, policy and goals by April 2012 and annually thereafter.

**Sustainable Construction**

The University recognises the value of designing and constructing sustainable buildings and is committed to managing construction, refurbishment and post completion occupancy of its buildings in order to reduce environmental impact, enhance the wellbeing of staff and student users of the building and minimise operating costs.   In delivering this commitment, all projects will be assessed under the Building Research Establishments BREEAM methodology. A target for all new buildings and major refurbishments to achieve an “Excellent” BREEAM rating with a minimum of “Very Good” only where they are justifiable reasons why excellent cannot be achieved.

BREEAM (Building Research Establishment Environmental Assessment Method) is the leading and most widely used environmental assessment method for buildings. It sets the standard for best practice in sustainable design and has become the de facto measure used to describe a building's environmental performance.

BREEAM assesses the performance of buildings in the following areas:

* **Management**: overall policy, commissioning, site management and procedures
* **Energy use**: operation energy and carbon dioxide issues
* **Health and well-being**: indoor and external issues affecting health and well-being
* **Pollution**: air and water pollution issues
* **Transport**: transport-related carbon emissions and location-related factors
* **Land use**: greenfield and brownfield sites
* **Ecology**: ecological value conservation and enhancement of the site
* **Materials**: environmental implication of building materials, including life-cycle impacts
* **Water**: consumption and water efficiency

Developers and designers are encouraged to consider these issues at the earliest opportunity to ensure sustainability is embedded into the design of the building.

**EcoCampus**

The University of Salford achieved the Silver award in March 2012.



 The University recognises that our activities have a significant impact on the environment and that, as an educational institution, we have a pivotal role to play in encouraging sustainable development in the wider community.

To help us reduce our environmental impact, we are in the process of implementing an Environmental Management System (EMS) through the [**EcoCampus**](http://www.ecocampus.co.uk/) scheme.

*How EcoCampus works*

Environmental management systems are the most logical and effective way of operating in a sustainable manner. EcoCampus is an EMS award scheme specifically for the further and higher education sectors. EcoCampus is aligned with the international standard ISO 14001 and British Standard 8555.

The EcoCampus programme consists of four phases: Bronze, Silver, Gold and Platinum. By working through these phases the University will:

* Review its current environmental performance and plan how it can be improved
* Develop procedures to implement the plan
* Check actual progress to see if it is functioning effectively against the plan
* Ensure any recommendations for improvement are implemented

The EcoCampus system covers all aspects of the University's operations including: waste management, energy use, water efficiency, sustainable purchasing, construction and refurbishment, biodiversity, travel and community involvement.

Once all phases have been completed and a fully functioning EMS is in place, the process is repeated so that the University continually improves its environmental performance.

**Recycling and Waste Disposal**



In 2008/09 the University generated nearly 3000 tonnes of waste, only around 25% of this waste was recycled, meaning that most of it ended up in landfill.

The University’s Environmental Sustainability Policy commits us to make efficient use of resources to reduce waste and increase reuse and recycling.  The Waste Management Strategy and Policy is currently being updated and targets to reduce waste sent to landfill and increase recycling are being developed.

The University has Duty of Care to dispose of waste responsibly and there are legal requirements which must be met for disposal of general waste and recycling and disposal of hazardous waste.

The University has facilities to recycle a number of different wastes and also has [**composting facilities for food waste**](http://www.estates.salford.ac.uk/page/Composting).

Wastes classified as ‘hazardous waste’ can include batteries, fluorescent lights, televisions and computer monitors, printer cartridges and oily rags as well as chemicals and solvent based materials (including empty containers).

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| **Sustainable Food Policy** |

Our Environmental Sustainability Policy Statement outlines our commitments to playing our part in making the world a more sustainable and equitable place.  Healthier, ethically sourced, more sustainable food may help to encourage lifestyle changes both in and outside the University, leading to a positive impact on health and wellbeing, as well as the environment. We also recognise the benefits for our local, national and international communities.

 This policy supports the University in meeting goals 4 and 5 of our strategic plan, by supporting development of the workforce through raising awareness of sustainability issues, and through developing the University spaces, infrastructure and services. It also links to the University’s Carbon Management Programme, and contributes to this programme in a number of ways, including reducing waste and water usage, as well as in energy efficiency.

**Environment**

With over 20,000 students and nearly 3,000 staff the University of Salford's operations have a significant impact on the environment locally, nationally and internationally.

The Environment and Sustainability Team are leading on developing and implementing an [**Environmental Sustainability Policy**](http://www.estates.salford.ac.uk/page/Environmental%20Sustainability%20Policy) and Strategy in partnership with the University community.



**Latest News**

University achieves a First in green league table

Tuesday 11 June 2013

[](http://www.salford.ac.uk/__data/assets/image/0004/296977/varieties/lightbox.jpg)

**The University of Salford has shot up the annual People and Planet Green League Table of universities thanks to a series of initiatives which have seen students and staff pitch in to reduce their environmental impact.**

Salford moved from 51st up to 17th place in [the league table](http://www.guardian.co.uk/news/datablog/2013/jun/10/green-league-university-list) which independently catalogues factors such as water use, carbon emissions and recycling on all of the UK’s university campuses. Under the classification scheme Salford scored a first class ranking, which puts it into the top bracket of the UK’s institutions.

Over the last year students and staff have been working hard to make the University more sustainable with initiatives such as a student switch-off competition that saved over £12,000 or 100 tons-worth of CO2 and a free scheme for staff and students to grow food on the campus.

Food is an important part of the sustainability work at Salford and all cafes now only sell free range eggs, MSC-certified sustainable fish and Red Tractor Assured meat.  Students also take advantage of deliveries of vegetable boxes containing food grown locally by community volunteers.

Students have also been pitching in to help charities by donating goods to the British Heart Foundation when they move out of accommodation.  And sustainability is now being included in the teaching that students receive on campus, with associated projects also encouraging cycling, recycling and energy saving.

All of this is on top of existing efforts to reduce carbon emissions, which include a composter to reuse food waste from canteens and an electricity generator which is powered by chip fat.  New buildings are also coming online which are much more energy efficient, such as the [Chapman building](http://www.salford.ac.uk/university/our-developing-campus/chapman-refurbishment) which has been redeveloped to use half the gas and electricity it did in previous years.

[Environmental and Sustainability](http://www.estates.salford.ac.uk/environment) Officer, Bec Bennett, said: “Our staff and students have really embraced sustainability in the last year and this is reflected in our ranking in the table.  There’s always much more to do of course, but we’re extremely happy with progress so far.”

**Follow the latest environmental research, courses and other news from Salford at our dedicated** [**Twitter**](https://twitter.com/SalfordScience) **feed or on the** [College of Science and Technology Facebook page.](http://www.facebook.com/SalfordUniScience)