University
of Worcester

Worcester Business School

Promoting ethical and sustainable business

PRME Principles for Responsible Management Education

an initiative by the United Nations Global Compact

WORCESTER BUSINESS SCHOOL

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

SHARING INFORMATION ON PROGRESS REPORT

**SECOND REPORT
DECEMBER 2023**

A MESSAGE FROM DR SCOTT ANDREWS
HEAD OF WORCESTER BUSINESS SCHOOL

I am delighted to present the second Sharing Information on Progress Report for Worcester Business School. Following on from our inaugural report in December 2021, we use this report to reiterate our willingness to progress in the implementation of the PRME Principles and increase our contribution to the achievement of the Sustainable Development Goals. We commit to promote responsible management education and embed responsibility, sustainability, and ethics in all that we do.

I would like to thank all the staff, students and partners who contributed to this report and to the evolution of our curricula, research, operational activities, and sustainability projects that are establishing Worcester Business School as an ethical and sustainable business school.

Since our inaugural report in 2021, we have continued to enhance our focus on sustainability, responsibility and ethics and the impact we can have on our internal and external communities. To this end we have adopted a new identity as a business school that promotes ethical and sustainable business. Whilst Worcester Business School has traditionally been known for our excellent management education and the nurturing of our students to develop their capabilities as responsible leaders of the future, our new identity demonstrates that we focus all that we do on the values of global social responsibility and the creation of social, environmental, and economic value through our learning and teaching, research, and internal and external partnerships.

Although we recognize that we have made good progress in the implementation of the PRME Principles since 2021, we acknowledge that we can further enhance our practices and develop our culture to strengthen our convergence of responsible management education, impact, and responsible business.

We use this report to demonstrate our achievements, areas in need of development and future plans. We provide examples of our practices throughout the report to highlight our progress, share our good practice and illustrate plans for future development with our colleagues in other business schools who are engaged in their PRME journey. I hope you will find them useful.

I promise to lead Worcester Business School in the further integration of the PRME Principles and the Sustainable Development Goals into our curriculum, research, our operations, and our external and internal partnerships and look forward to sharing our progress with you in our third PRME SIP Report in 2025.

Dr Scott Andrews
Head of Worcester Business School

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PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

The Principles for Responsible Management Education (PRME) is a United Nations supported initiative that offers business schools a platform to raise the profile of responsibility, sustainability and ethics within management education and a challenge to enhance their contributions to the Sustainable Development Goals (SDGs) through the formal and informal curricula, research, partnerships, and operations. Through this initiative, business schools provide Quality Education (SDG4) to equip future leaders and managers with the skills, attributes and values that enable them to make the responsible personal and professional decisions required to advance sustainable development.

WORCESTER BUSINESS SCHOOL'S COMMITMENT TO THE PRME PRINCIPLES

Worcester Business School (WBS) commits to continuing to align our core functions and curriculum with PRME's Six Principles: Purpose, Values, Method, Research, Partnership and Dialogue, and to the continuous improvement of their implementation.

PURPOSE
We will continue to develop capabilities of students to be current and future generators of sustainable value for business and society.

VALUES
We will continue to incorporate the values of global social responsibility into our academic activities, curricula, and organisational practices.

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

RESEARCH
We will continue to engage in conceptual and empirical research that:
1. Advances our understanding of the role and impact of individuals and corporations in the creation of sustainable social, environmental, economic, and cultural value.
2. Enhances education for sustainability to equip students with the skills, knowledge, attributes, and personal values to enhance sustainable development and to change businesses from within.

PARTNERSHIP
We will continue to interact with managers of large and small businesses to further extend our knowledge of their challenges in meeting social and environmental responsibilities, and to jointly explore effective approaches to meeting these challenges.

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

Further details including progress against each of the PRME Principles since our inaugural report, the challenges we have encountered and our plans for the next reporting period are presented in PRME Principles 1-6 and the report's penultimate section, Future Directions.

WORCESTER BUSINESS SCHOOL 2022-23

Launched WBS Sustainability Strategy

15 Staff and c. 800 students engaged in SDG Teach-In Week in 2023

39 Research papers published by 21 WBS staff members

9 Doctoral theses in progress with a focus on sustainability/responsible business

Third year module Rethinking Organisational Values nominated by students for Best Module in UW Student's Choice Award

47 staff engaged in Carbon Literacy Training

International Women's Day Event held March 2023

32 students participated in Business Competitions

New logo adopted to demonstrate our commitment to responsible management education

Help To Grow Programme with responsible business as its core theme launched by WBS – 20 SMEs on first course in September 2023

PG and UG modules mapped to SDGs – all students are engaged in the SDGs within their course

1 Platinum, 1 Gold and 2 Silver Awards for Green Impact Projects

Launch of Student-led Consultancy Programme

Teaching award for second year module Responsible Business

SDGs included in Module Outlines

Submission of 2nd SIP Report

WORCESTER BUSINESS SCHOOL

KEY FACTS

- 500 Undergraduate students
- 600 Postgraduate students
- 48 Doctoral research students
- 43 Countries represented in our student body
- 49 Permanent staff
- 13 undergraduate and 'top up' courses
- 6 postgraduate degree courses
- 88% of permanent staff hold postgraduate qualifications or Doctorates
- 78% of permanent staff hold Fellowship or Senior Fellowship of the Higher Education Authority
- 5 Departments:
  Management and Finance,
  Marketing and Enterprise,
  Computing, Professional
  Administrative Services
  Business Development

The University of Worcester, which gained full university status in 2005, started its educational journey as a post war teacher training college based in former Air Ministry buildings in the St John's area of the cathedral city of Worcester. Central to our success has been our philosophy of inclusion; we deliver higher education opportunities that value the student voice, places the University at the centre of our communities and our communities at the centre of all that we do. Today the University occupies four campuses within the city, which have developed through repurposing existing buildings and establishing new buildings of the highest environmental standards.

WBS is based on City Campus in the repurposed Georgian buildings of the former Royal Worcester Infirmary which opened its doors to treat the local population in 1770. The Infirmary provided education and training for generations of doctors, as well as medical treatment to the residents of Worcester and surrounding areas until a new state of the art hospital was opened on the northern edge of the city in 2002. The Infirmary buildings remained empty until WBS moved from the main St Johns Campus to our new home in 2010.

Today, our main teaching facilities, computer labs, student spaces and a public medical museum occupy the wards and Jenny Lind Chapel of the former Infirmary, which has been renamed The Charles Hasting Building after the local medical surgeon and founder of the British Medical Association.
The smaller rooms of the main Infirmary building and Mulberry House, the former doctors' residence, are now given over to staff offices. Repurposing the Infirmary and Chapel as a place of education, research and knowledge exchange for students and staff at Worcester Business School and visitors to the museum continues the legacy of the buildings as a place of education and training, a legacy which staff and students are proud to be part of.

CHANGES WITHIN WBS SINCE OUR INAUGURAL SIP REPORT

Since we published our inaugural report in 2021, the University's college structure has been reconfigured, such that WBS is now located within the College of Education, Culture and Society. In addition, we have restructured our senior leadership team, obtained the Small Business Charter Award, rebranded our business school and revitalized our undergraduate and postgraduate programmes.

In the last two years WBS has launched three new undergraduate, and three new postgraduate degrees, a foundation computing course, and two new executive education courses; Help to Grow and an Executive MBA. We have designed these courses with responsible management at their heart to ensure students are equipped to add sustainable value for business and society through their academic and future careers. The new postgraduate degrees, which were launched in academic year 2021-22 and

are therefore excluded from our inaugural SIP Report, have now been embedded into our curriculum and details of their alignment to the SDGs and students' curricular achievements are included in this second SIP Report along with details of the new undergraduate degrees.

We have also restructured our senior leadership team following the retirement of Anne-Marie MacTavish, our Head of School. Dr Scott Andrews now leads WBS, with Dr Abdul Taroun, Dr Helen Watts and Richard Wilkinson becoming the Heads of our three Academic Departments, Management and Finance, Marketing and Enterprise and Computing. In addition, Laura Rowland has taken over as Head of Professional Administrative Services.

We recognize the Small Business Charter Award is a significant achievement for us. It highlights the effectiveness of our engagement with, and support for small business, student entrepreneurship and the local economy. It also demonstrates our effective implementation of practices that align with PRME Principle 1: Purpose and Principle 5: Partnership.

In addition to these structural changes, and in line with the commitments we made to enhance our sustainability focus in our inaugural SIP Report in 2021, we have launched a new brand for WBS. Through this we explicitly communicate our

schoolwide focus on responsibility, sustainability, and ethics. Our new logo is now embedded through WBS advertising and communication:

University of Worcester

Worcester Business School

Promoting ethical and sustainable business

During these extensive changes, WBS continued to deliver excellent responsible management education and strengthened our activities that enhanced our commitment to the PRME Principles and our direct and indirect contributions to the SDGs, including the launch of our Sustainability Strategy. With a settled leadership team in place, we plan to further progress our achievements within the six PRME Principles and enhance our internal and external impact thus contributing further to the SDGs. To this end we are using this, our second SIP Report to confirm our recent progress, reconfirm our commitment to the PRME Principles and SDGs, and share our plans for the next reporting period.

WBS SUSTAINABILITY STRATEGY

Vision: To be a responsible, sustainable and ethical Business School

Values: To inspire all partners in our learning community to have a positive impact on their lives and the lives of others

Purpose: To develop the capacity and capabilities of our learning communities to generate sustainable value for business and society and work for an inclusive and sustainable global economy

WBS PRIORITY 1 INNOVATIVE AND INSPIRATIONAL RESPONSIBLE MANAGEMENT EDUCATION	WBS PRIORITY 2 IMPACTFUL AND INSPIRATIONAL RESEARCH	WBS PRIORITY 3 TRANSFORMATIVE AND INSPIRATIONAL PARTNERSHIPS
2 themes	*4 themes*	*2 themes*
Embedding responsible, sustainable and ethical management education into WBS curricula	Sustainable corporate governance around the world	Engaging students as partners for responsible, sustainable and ethical research and sustainable operational development
Developing sustainability awareness and Carbon Literacy within our learning community	Ethical people management	Develop business partnerships to co-create understanding of social and environmental challenges and solutions
	Responsible production and consumption	
	Quality, inclusive business management education	
WBS contributes to: SDG4, SDG8, SDG10, SDG11, SGD12, SDG13	WBS contributes to: SDG4, SDG8, SDG9, SDG10, SGD12	WBS contributes to: SDG8, SDG9, SDG11, SDG 12

In line with our commitment in our inaugural report we launched our WBS Sustainability Strategy in January 2023. This frames our capacities and vision as an ethical and sustainable business school that delivers responsible management education and gives us a framework from which to drive change within our organisation, student body, staff, external communities, and business partners' organisations. Examples of our successes in achieving this are included in the Case Studies and Examples of Practice aligned to the PRME Principles in the following sections.

In compiling our inaugural report, we recognized that we had an opportunity to take a more structured approach to enhance our contributions to the SDGs and

progress our implementation of the PRME Principles. We created four long-term goals to achieve this. Since then, we have focused on implementing this new strategic collaborative approach, through which we are adopting joined up thinking across learning and teaching, research, and partnerships. Whilst we recognize that we have made some progress in fostering responsible, sustainable, and ethical internal and external communities of practice, we accept that we have been more successful in developing staff and students' awareness of the SDGs and sustainable futures but have more work to do to raise awareness and to promote dialogue within our external communities. A summary of our successes from the last two years and further actions needed are shown below and discussed further in PRME Principles 1-6.

PROGRESSING THE GOALS AND ACTIONS WITHIN OUR INAUGURAL SIP REPORT

COMMITMENT	ACTIONS AND IMPACT	DETAILS
LONG-TERM GOALS		
Develop a Sustainability Strategy to drive the strategic activities of WBS	• WBS Sustainability Strategy adopted by our Senior Leadership Team in November 2022. • Disseminated to staff in January 2023 and students in Welcome Week (October 2023)	WBS Sustainability Strategy
Coordinate activities to enhance impacts via learning and teaching, research, partnerships, communication, and operations	• Further embedding of SDGs in teaching and extracurricular activities • Growth of sustainability focused research within undergraduate and postgraduate independent studies, by doctoral candidates and by staff • Additional partnership actions focusing on sustainability implemented • New WBS logo adopted to communicate our sustainability vision and purpose • Greater communication of student and staff sustainability activities and achievements through the University daily communications and WBS social media • 47 staff engaged in carbon literacy training	PRME Principles 1-6
Identify the SDGs most relevant to WBS and frame capabilities and vision around them	• SDGs 5, 8, 9, and 12 identified as most relevant to WBS and form the basis of WBS Sustainability Strategy with our Vision, Mission and Purpose framed around them • Module mapping confirms continuing relevance of SDG 5, 8, 9 and 12	The inclusion of SDGs in our modules and courses Principles 1-6

Raise awareness of SDGs and opportunities to contribute to their achievement, with a priority on Computing	• All business students reached during SDG Teach-in 2023 • SDGs now mentioned in all module outlines • 10 assessments developed to include SDGs (versus 4 in 2021) • Computing modules to be further developed to incorporate SDGs 2024-25	SDG Teach-In Principles 1,2,3,5
CAPABILITY DEVELOPMENT ACTIONS		
Develop a student-led sustainability support offering for local SMEs	• Student-led Consultancy Programme established in 2022 • 2 projects complete and 1 underway	Student-led Consultancy Case Studies PRME Principles 2,5
Continue to develop educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership and management	• 32 students participated in BOSS and UBC Programmes • Responsible Business received University Teaching Award in 2022 • Rethinking Organizational Values nominated for University's best module in Student Choice Awards 2022	PRME Principles 1,3
Implement additional extra-curricular activities to develop students' agency with sustainability	• 1 Platinum, 1 Gold and 2 Silver Green Impact Awards (2021-23) • 5 projects to be funded in 2023-24 • SAP and Responsible Futures Projects cancelled due to withdrawal of team members	Green Impact Project Case Study Student-led Consultancy Case Studies PRME Principles 1,5,6
Continue to embed responsibility, sustainability and ethics within Research Groups and encourage collaborative research	• 3 research projects related to sustainable development presented to monthly WBS Community Research Event • Collaborative research developed further through internal and external collaborations. • Key research successes within research themes of corporate governance around the world and quality and inclusive business management education	PRME Principle 4

REFLECTIONS ON COMPILING THE SECOND WBS SIP REPORT

Although WBS benefits from the commitment of the University of Worcester to sustainability, we recognize that the specific philosophies of PRME relating to responsible business and engagement of leaders and managers of the future gives us a unique opportunity to contribute to the responsible management education of undergraduate, postgraduate, doctoral and executive learners which is led from WBS, including that which is undertaken by WBS on behalf of other Schools within the University and external organisations.

WBS' approach to sustainability and responsible management education has developed in recent years, both before and after becoming accredited to PRME. Through our collaborative and action-oriented approach, we have moved from delivering education for sustainability within a few specialist modules at undergraduate levels 5 and 6 to having responsible management education reflecting the PRME Principles and the SDGs throughout our undergraduate and postgraduate curricula, research, and partnerships.

Compiling this report also enabled us to reflect upon our actions and recognize that we have significantly sped up our contribution to the PRME Principles and the SDGs in the last two years. However, we also recognized that we can further develop our learning and teaching, research, and partnership interventions to accelerate the transformation of our responsible management education. This will help us to continue to inspire and enable a better world. Details of development actions for the next reporting period are included in the PRME Principles below and in the report's penultimate section, Future Directions.

THE STRUCTURE OF THE REPORT

After the initial introduction to WBS, the changes we have undergone in the last two years and a summary of our progress since our inaugural SIP Report in December 2021, this report presents our achievements and challenges in implementing the six PRME Principles. Each of the Principles is presented in turn, accompanied by Case Studies and Examples of Practice to share our progress and our highlight our contributions to the SDGs. In each PRME Principle we include practical actions that we will implement to develop our practices further. The report then concludes with our goals and objectives for the next reporting period.

PRME PRINCIPLE 1: PURPOSE

WBS COMMITMENT TO PRME PRINCIPLE 1

We will continue to develop capabilities of students to be current and future generators of sustainable value for business and society

Building on our commitment to responsible management education expressed in our inaugural SIP Report in December 2021, WBS has sped up our progress in creating sustainable environmental, social, and economic values for our students, staff, and wider stakeholder communities. This is driven forward by our staff acting as sustainability advocates and through collaborative sustainability projects undertaken by our students, staff, and partners.

Alongside our focus on the development of our staff, students' and partners' sustainability knowledge skills and values are our actions that equip students with the attributes that empower them to become generators of sustainable values for businesses, the University and society at large. For example, the Green Impact Project Scheme in collaboration with SoS UK (Students Organising for Sustainability), empowers students to work with staff to collaborate to enhance the curriculum, campus environment, operations, or communication of sustainable change. We also encourage the development of capabilities through the undergraduate and postgraduate business competitions and Student-led Consultancy Projects presented as Case Studies here, and in PRME Principle 5.

Our actions to develop the capabilities of students to be generators of sustainable value for business and society were recognized as best-in-class practice in the Raising Standards Creating Opportunities Report published in 2022. The report confirmed:

"These initiatives by the University of Worcester's WBS demonstrate their commitment to driving economic growth and supporting entrepreneurship in the region. Through practical experiences, training, mentoring, and networking opportunities, the University empowers students and local community members to pursue their business ventures and contribute to the local economy."

In the last 2 years, WBS has continued to explicitly embed the university-wide Graduate Attributes into our module documentation and assignment feedback. These Graduate Attributes, which represent business skills expected by graduate employers and life skills that will enable our graduates to have a positive impact on their lives and the lives of others are Social Responsibility, Reflective and Resilient Lifelong Learning, Problem Solving, Teamwork and Effective Communication, and Digital Citizenship. Further details of the Graduate Attributes can be found in the University of Worcester Learning and Teaching Strategy.

Whilst including the Graduate Attributes in module documentation has made some progress in students' recognition and engagement with them, we recognize that there is still much work to do to ensure students do not simply skim over them in when reviewing the Module Outline at the start of the module. It is important that students recognize and take responsibility for their Graduate Attribute skills' progression so that they can develop and demonstrate capabilities to be current and future generators of sustainable value for business and society. We will work to address this in the next reporting period.

The Case Studies and Examples of Practice that follow demonstrate our progress with the implementation of PRME Principle 1.

PROGRESS MADE SINCE OUR INAUGURAL REPORT	IMPACT OF PROGRESS
Student-led Consultancy Programme introduced, 2 projects completed and 1 ongoing	Helped businesses to recognize and address environmental impacts and sustainability performance
UCB and BOSS Competitions	32 students engaged in sustainable business competitions
4 Green Impact Projects successfully completed	Outcomes and learning disseminated through the Project Reports and UW Learning and Teaching Conference 2023

CASE STUDY 1: THE WBS BOSS COMPETITION: DRIVING SUSTAINABLE VALUE FOR BUSINESS AND SOCIETY THROUGH A SUSTAINABLE, STUDENT-LED INITIATIVE – DR ABDULMATEN TAROUN, HEAD OF MANAGEMENT AND FINANCE DEPARTMENT

As part of our strategy to enhance students' learning experiences, raise the standards of our graduates by preparing them professionally to face the challenges of job market and to play a positive role in the local community, WBS launched the Business Opportunity Sponsorship and Support (BOSS) Competition in the academic year 2022-23. Through this we aimed to bring local businesses and WBS students face-to-face and to create the opportunity of proposing business ideas that benefit local community economically but in an ethical and sustainable manner. The competition required students (in groups of 3-5) to devise an ethical and sustainable product or service, develop a business plan to implement it, and propose how it could benefit the local community.

All WBS students were invited to form a group to take part in the competition. Prizes of £1000 for the winning team and £500 for the runners up were offered by the sponsor, Milford Research and Consultancy Limited. In addition, the winners were given the opportunity to be mentored by the sponsor of this programme to help them commercialise their ideas. The programme is accredited by the Institute of Leadership and Management and the sponsor covered the fees of membership for the winning team.

In November 2022 the groups held initial preparation meetings to agree their ethical and sustainable product or service, plan their process, agree on a timeline and to manage the expectations of different stakeholders. The programme was then officially launched in February 2023, at which time the participating groups developed a business plan for their product or service. They then presented this plan to a panel of investors, made up of local business representatives.

WBS organised the competition and provided support for the students throughout the process. A group of academic members of staff acted as business advisors while the groups were developing their business plans. After 8 weeks of working on their project students presented their work to a panel of judges from local businesses and the Institute of Leadership and Management.

During the final event on 26th April 2023, the judges confirmed a team of five entrepreneurial students as the winners of the WBS BOSS Programme. They proposed a bike sharing scheme in Worcestershire. The students had spotted a gap for bike sharing services and focused their proposal and business plan around the environmental and well-being benefits of bike sharing (SDGs 3, 13, 14). They presented a solid business plan with clear positive impact for the local community which received very positive feedback from the panel.

The project was successfully led by Dr Abdulmaten Taroun, with the administrative assistance of Kaylyn Carter, and facilitated by a range of WBS members of staff including, Dr Helen Watts, Dr Kay Emblen-Perry, Dr Laila Kasem, Rachel Cooper, Rowena Simmons, Dr Ria Wiid and Dr Vessela Warren.

This initiative was well received by local businesses, many of whom expressed an interest in taking part in 2023-24. They committed to promote it among their professional networks to attract more sponsorship and funding to enable us to support more projects of this kind. The project received great feedback from the team of winners:

"We have had a truly amazing experience!

Thank you for taking this initiative and bringing it to the attention of the students, this will undoubtedly boost the rise of new talent with the assistance of individuals with real-world experience."

CASE STUDY 2: STUDENT-LED CONSULTANCY, A STUDENT'S PERSPECTIVE – HENRY SMITH, SECOND YEAR STUDENT AND DR KAY EMBLEN-PERRY, PRINCIPAL LECTURER AND WBS SUSTAINABILITY LEAD

Henry undertook the second Student-led Consultancy project in 2023. He acted as an Environmental Consultant within a marketing company that offer non-online marketing services such as leaflets, radio advertisements, etc. They initiated a project with WBS in order to understand their current environmental performance, particularly their impacts and opportunities to contribute more formally to the SDGs.

At the end of his consultancy, Henry presented his project experiences to second year students to encourage them to volunteer for a consultancy project and completed a post-project survey to capture his views of the project and his suggestions for future project enhancements. This Case Study captures some of his responses:

What was your role in the environmental impact consultancy project?

The role allowed me to go down my own path, somewhat freely, with guidance from the Operations Director. The work I have completed included:

- Comparing our company to our competitors, suppliers, and deliverers from a sustainability perspective
- Analysing our carbon footprint
- Researching local projects which the company can fund to boost their environmental consciousness
- Redesigning the information on the company's website
- Creating a baseline/draft for a future environmental policy
- Creating a slide of the carbon breakdown

Most of the work was researched and then presented on PowerPoint to the management team.

What was your previous experience of working within an organisation to establish/improve environmental performance?

I didn't really have any previous experience with this kind of role, however having a general interest in how businesses can change their activities to reduce costs and emissions/environmental impact did help me.

Did you face any challenges in your environmental impact consultancy project? How did you address them?

None really, I could say delayed replies from different organizations. Addressing them was just following them up as well as keeping busy until they replied.

What personal skills did you develop during your project?

I developed more confidence and became more organised as I was studying and working.

What business skills did you develop during your project?

Communicating with colleagues and different organisations via email and teams. I improved my presentation skills.

Overall, reflecting on your time as a student consultant, what were the best things that you experienced or achieved and what would you have liked to have developed further?

The best experiences were arranging teams calls with members from local Wildlife Trusts, presenting my ideas, and the general office environment. I would have liked to develop my presenting skills further, particularly over Teams or to be more focused when standing up face to face.

What do you recommend that other organizations could do when considering/engaging in a student-led environmental consultancy project?

Just copy what my company did. They made me do some background reading first about their company and why they use direct mail etc, and then give me tasks, for example 'look into local projects we could fund to make us more environmentally responsible'.

CASE STUDY 3: UBC GLOBAL MASTERS: DEVELOPING EMPLOYABILITY, INSPIRING ENTERPRISE – CLARE TAYLOR, FORMER PRINCIPAL LECTURER, HUMAN RESOURCE MANAGEMENT

WBS has been participating in the UBC Global Masters since 2020, so this year we were again delighted to see 20 postgraduate students come forward to make up 4 competing teams for this inter-university challenge. Students run a global business for 6 weeks, with each week comprising 6 months in real-time. Strategic decisions are made each week, responding to the environmental stimuli and the competitor strategies (SDGs 4, 8, 9).

The competition this year focused on the bioplastics industry with an environmentally friendly shoe manufacturing company at the heart of the challenge.

Unfortunately, we just missed the final with 2 of the 4 teams coming 2nd in their groups, but it was a great event with some fantastic learning for the student participants.

Mohsen Eshraghi, an MSc Project Management student, reflected on his experience participating in the UBC challenge this year:

"I really enjoyed the experience and am grateful for the opportunity. It really pushed me to think about finance; interpreting balance sheets and understanding the financial terms. I was studying a financial management module at the same time, discussing the theory, but this really made me experience those terms for real. I also really liked that we were competing with other Universities - it made it really exciting! I have also connected with other masters' students from other Universities now on LinkedIn to extend my network with like-minded people - the whole experience was great."

EXAMPLE OF PRACTICE 1: PROMOTING AN INCLUSIVE AND SUSTAINABLE GLOBAL ECONOMY IN SDG TEACH IN 2023 - LYNDA GRIFFITHS, ASSOCIATE LECTURER

With a cohort of 257 students spread over 7 teaching sessions, Corporate Entrepreneurship, and Innovation, has SDGs 8 and 9 embedded in the taught element which in turn contributes to SDG4.

The international and engaged nature of the students, resulted in active, collaborative, and enlightening sessions in SDG Teach-In in March 2023. In one week, we explored how innovation could end poverty (SDG1) which in turn could lead to zero hunger (SDG2) and in another we explored global perspectives on gender and inequality (SDG10). With diverse cultures in the class, the discussion regarding gender equality and women's empowerment (SDG5) was thought-provoking with discussions on how individual nations treated women and if/how this could be changed.

The students and lecturer enjoyed viewing module contents through the different lenses that the SDGs encourage. This approach will be further embedded in the module in 2023-24.

PRME PRINCIPLE 2: VALUES

WBS COMMITMENT TO PRME PRINCIPLE 2

We will continue to incorporate the values of global social responsibility into our academic activities, curricula, and organisational practices

4 QUALITY EDUCATION	**8 DECENT WORK AND ECONOMIC GROWTH**	**12 RESPONSIBLE CONSUMPTION AND PRODUCTION**	**13 CLIMATE ACTION**
14 LIFE BELOW WATER	**15 LIFE ON LAND**	**SUSTAINABLE DEVELOPMENT GOALS**	

PROGRESS MADE SINCE OUR INAUGURAL REPORT

WBS started our plastic free campus journey

Externally qualified carbon literate staff

WBS bespoke carbon literacy course delivered to WBS staff

IMPACT OF PROGRESS

All staff and students given a reusable water bottle or coffee cup

2 permanent members of staff completed their training and have been certified as carbon literate by the Carbon Literacy Trust.

47 staff participated in course and committed to act on climate change within their teaching

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Our WBS values of responsible management education have developed as we are uniquely placed to prepare current and future managers, business leaders and academics within our learning communities to make and implement responsible, sustainable, and ethical decisions that can promote positive lifelong impacts, change business from within, make widespread contributions to the SDGs (particularly SDGs 5, 8, 9, and 12) and achieve the six PRME Principles. The Case Studies and Examples of Practice included below, and in the report's other PRME Principles, highlight some of our actions and achievements through which we undertake and demonstrate the WBS values of responsibility, sustainability, and ethics. Plans for further incorporation of global social and environmental responsibility into our academic activities, curricula and organisation practices in the next reporting period are shown in the report's penultimate section, Future Directions.

In academic year 2023-24, a restructuring of the University's sustainability governance bodies is being undertaken to provide a consolidated senior level focus on the strategic stances of the University. Within this restructure WBS will no longer be directly represented on the highest decision-making forum. Despite this we will continue to champion our commitment to and leadership of responsible management and support the PRME global and local networks to share our knowledge, contribute to the SDGs and encourage our students and partners to do the same.

CASE STUDY 4: SDG TEACH-IN
– DR KAY EMBLEN-PERRY, PRINCIPAL LECTURER AND WBS SUSTAINABILITY LEAD

For the last 5 years WBS has participated in the SDG Teach-In led by SOS-UK, an annual event which seeks to put sustainability at the heart of education (more information is available here: SoS UK SDG Teach-In). We have achieved a significant increase in number of educators pledging to participate and number of students reached through curricula and extra-curricular activities. For example, participating staff increased from 9% in 2022 to 15% in 2023 and this year we reached 100% of undergraduate and postgraduate students. In 2023 our contribution enabled the University to be placed 8th of the 128 participating institutions in the SDG Teach-In Leaderboard - Educators Pledged, and 10th in the Leaderboard - Students Reached. We will continue to engage with the SDG Teach-In in the next reporting period.

In addition to the bespoke incorporation of the SDGs within teaching for the 2023 SDG Teach-In, we created and informally distributed SDG Postcards (right) to students through our cafes and student spaces. Four postcards were designed; all had the SDG logo and our WBS commitment to support the SDGs on the front, whilst each had a different sustainability message on the back, including the WBS Sustainability Strategy, the UN definition of the SDGs as a blueprint for a better and more sustainable future for all, our catering company's contribution to reducing food waste and use of local food and a message encouraging the students to ask their tutor how the lecture topic contributes to the SDGs.

These were well received, and three print runs were required to replenish the postcards as students were collecting them to make sets. We realised they were an effective SDG engagement tool and distributed them again within the 2023-24 Welcome Week sustainability session for new students and the introductory lecture of Responsible Business. We plan to use these postcards again for the next SDG Teach-In.

In addition to the students' postcards, all WBS staff were given a copy of postcard two within the SDG Teach-In, a copy of the SDGs was shown on the electronic display boards in our café and reception areas, and the SDG flag was flown over City Campus.

CASE STUDY 5: EMBEDDING SUSTAINABILITY WITHIN COURSES – RACHEL COOPER, COURSE LEADER ACCOUNTING AND FINANCE

In the BA (Hons) Accounting and Finance course we embed sustainable and responsible practices throughout our curriculum and guide students to build their awareness of the development of these factors in the accounting profession. We recognise in each module across the course, what is needed in the field to meet the UN SDGs and link how the area of study can help to develop action. A good example is in the management accounting stream, for which there are three modules across the levels of study in the course. In the first year, we introduce the concepts of how accounting can support the achievement of the triple bottom line by including non-financial and qualitative measures in information to decision makers.

In the second and third years of study we develop this further by looking closely at the principles of ESG (environmental, social and governance) reporting and including a close look at how the TCFD (Task Force on Climate Related Financial Disclosures) recommendations are becoming embedded in accounting standards. This will impact the profession profoundly, both with regard to external reporting but also in terms of the information provided internally to decision makers within organisations.

Final Year, Accounting and Finance Undergraduate, Jacob Magno says:

'… in Accounting and Finance, the SDGs have been embedded throughout the content….. this not just includes the actual application of items such as environmental costing and budgeting in modules such as Management Accounting, but also suggestions for improvement and personal application of the development goals in areas of ethics, diversity, and sustainability. This also includes in class discussions around development goals and scope for improvement.'

We can see students' progress through the three years of study. For example, students more confidently discuss the SDGs in class and in assessment, and evidence a deeper understanding of the role accountants have in developing sustainable and responsible organisations and, in turn therefore, more sustainable economic growth more widely. Assessments on our course include requirements for students to evidence their knowledge and understanding and we are seeing improved responses in all ESG areas.

Our aim is to educate future accountants to be aware and concerned to ensure the information provided from the accounting system is both compliant with regulation as that evolves, but also importantly, to support responsible decision making within organisations through the provision of detailed and quality information. Jacob says:

'I was not aware of the SDGs until joining the University. Right from the first year we were made aware of these and how they would be reflected within the course and the University. The University strongly advocates for sustainability in all areas and applies the SDGs on campus and in taught content, whether that be through recycling awareness, posters all over the University or workshops for both staff and students.'

The drive to net zero and sustainable development will be supported through our development of graduates who are ready and able to take on the challenges presented.

EXAMPLE OF PRACTICE 2: WBS REUSABLE WATER BOTTLES AND DRINKS CUPS

At the start of the current academic year the WBS senior management team demonstrated their commitment to being a responsible business and to SDG12 by giving each student and staff member a reusable coffee cup or water bottle.

This is the start of our journey to becoming a plastic free campus which we have as a longer-term aim.

EXAMPLE OF PRACTICE 3: SOCIAL ENTERPRISE MANAGEMENT EDUCATION – DR SCOTT ANDREWS, HEAD OF WORCESTER BUSINESS SCHOOL

Dr Scott Andrews and Professor Robin Bell were part of a successful funding bid team for Tubitak funding to promote and deliver a learning and teaching conference bringing together Turkish case writing scholars and social enterprise business leaders to share good practice and develop case studies for use in management education. The funding enabled Scott and Robin to travel to Turkey to deliver keynote presentations on social enterprise and the case method, as well as providing guidance on the case writing process (SDG4). This project builds on similar projects developed by the Participant Centred Learning in Management Education (ParCeL) Research Group at Worcester Business School that has brought together business leaders and practitioners with academic scholars to develop management case studies to enhance classroom learning.

EXAMPLE OF PRACTICE 4: DEVELOPING RESPONSIBILITY THROUGH CARBON LITERACY TRAINING – DR KAY EMBLEN-PERRY, PRINCIPAL LECTURER AND WBS SUSTAINABILITY LEAD

In November 2023 47 staff undertook carbon literacy training to advance their understanding and action on climate change. This collaborative and action-oriented session, facilitated by the author this report, resulted in lively debate on how climate change could be embedded more explicitly within business and computing teaching and concluded with personal commitments to make a change (SDG13). In addition to this internal training, two members of WBS staff have been certified as carbon literate by the Carbon Literacy Trust. We plan to have more staff formally certified in the next reporting period.

PRME PRINCIPLE 3: METHODS

WBS COMMITMENT TO PRME PRINCIPLE 3

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

4 QUALITY EDUCATION · **7 AFFORDABLE AND CLEAN ENERGY** · **8 DECENT WORK AND ECONOMIC GROWTH** · **13 CLIMATE ACTION**

PROGRESS MADE SINCE OUR INAUGURAL REPORT

Undergraduate and postgraduate modules mapped to SDGs

Module Outlines include details of SDGs and Graduate Attributes within teaching

IMPACT OF PROGRESS

Annual mapping to modules now implemented and all undergraduate business and postgraduate students engaged with the SDGs through their courses. Further work to do in Computing courses.

Module Outlines now demonstrates our commitment to deliver responsible management education

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WBS provide excellent education for sustainability (SDG4, Quality Education), which is a critical enabler of progress on all other SDGs. We provide wide ranging practical learning experiences that embed responsible management education across all areas of sustainability and in real world learning environments to equip students to be responsible managers, leaders, and decision makers (SDG4).

As shown in the table overleaf, and when compared to our inaugural report, we have made some good progress at business undergraduate and postgraduate levels in developing educational frameworks, materials, processes, and environments to enable effective learning environments for responsible management education and engagement with the SDGs. This goes some way to meeting our commitments to enhance our responsible management education from our inaugural report, however, in compiling this report we have recognized that there is more that we can do to progress PRME Principle 3.

We continue to run the two specialist undergraduate sustainability modules, Responsible Business and Rethinking Organisational Values and have introduced an additional postgraduate specialist module, Managing for Sustainable Futures. These all engage students in the SDGs as a core component of learning, teaching, and assessments, and have engaged students with sustainability practitioners as guest speakers. In addition, we have recently launched a new Executive MBA which is designed with sustainability at its heart and have begun to explore new business sustainability degree courses to complement our existing undergraduate and postgraduate courses. We hope these will be brought on stream in the next reporting period.

Whilst we have made some progress, and continue to develop our business curricula, the incorporation of sustainability into our Computing curriculum has progressed more slowly since our inaugural report. We recognize that we must make further changes to ensure students are provided with the learning opportunities to develop the levels of awareness and recognition of potential improvement actions, along with the competencies and skills required by computing professionals to be future change agents. This is included within our long-term goals shown in our Future Directions at the end of this report. We have

an opportunity to do this in the next reporting period as the Computing curriculum will be reviewed; we commit to establishing the changes required and to introducing them.

We are committed to developing our responsible management education further for current and future learners and our graduates and have work underway to progress this. For example, we are including sustainability as a core focus in all new modules and courses, including the new Masters' Foundation Programme to be launched in 2024; sustainability is being embedded throughout all modules and in teaching approaches, materials, and environments. In addition, we recognize that we can do more to engage our alumni in responsible management education and plan to create and implement an alumni engagement strategy in 2024-2025. Details of our plans for the next reporting period are explored in more detail in our Future Directions.

THE INCLUSION OF SDGS IN OUR MODULES AND COURSES

To progress our implementation of PRME Principle 3, WBS launched a plan in 2021 to embed responsibility, sustainability, and ethics into the curricula across all courses. We initiated this project by including alignment to the SDGs in all Module Outlines and mapping all undergraduate modules against the SDGs to identify our contributions and gaps, track our progress with PRME Principles and SDGs and establish opportunities to develop our responsible management education further. Since our initial mapping exercise which we published in our inaugural report, WBS staff have made great strides in including the SDGs within modules. We can now report a significant improvement in student and staff engagement, particularly with the WBS strategic SDGs 5, 8, 9, and 12. This is highlighted in the table overleaf which shows the inclusion of SDGs in our Business and Computing undergraduate courses and indicates the number of times a student engages with an SDG within their course. This is shown for both 2021 and 2023 to demonstrate our progress in PRME Principle 3 and Goal 4 from our inaugural report; raise awareness of the SDGs and opportunities to contribute to their achievement.

STUDENT ENGAGEMENT WITH THE SDGS THROUGHOUT THEIR COURSE

SDG4 (Quality Education) column note (vertical text): QUALITY EDUCATION IS THE KEY OBJECTIVE OF WBS, CONSEQUENTLY EACH MODULE AND COURSE CONTRIBUTES TO SDG4.

Course	Year	1 No Poverty	2 Zero Hunger	3 Good Health and Well-being	4 Quality Education	5 Gender Equality	6 Clean Water and Sanitation	7 Affordable and Clean Energy	8 Decent Work and Economic Growth	9 Industry Innovation and Infrastructure	10 Reduced Inequalities	11 Sustainable Cities and Communities	12 Responsible Consumption and Production	13 Climate Action	14 Life Below Water	15 Life on Land	16 Peace Justice and Strong Institutions	17 Partnerships for the Goals
BA (Hons) Accounting and Finance	2023	1	1	1		6+			1	8+			8+	6+	1		1	
	2021			1		1			2+	2+			2+					2+
BA (Hons) Business Management	2023	2+	2+	4+		2+	2+	1	6+	2+	4+	1	2+	2+	2+	1	2+	1
	2021	1	1	1		2+	1	2+	2+	2+	2+	2+	2+	1	1	1	1	1
BA (Hons) Business Management (Top-up)	2023	1	2	3		1	1	1	2+	1	1	1	2+	1	1	1	1	1
	2021	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1
BA (Hons) Business Studies	2023	2+	1	4+		2+	1		6+	2+	4+		1	1	1		1	
	2021			1		1		1	2+	1	1	1	2+					
BA (Hons) Business and Finance	2023	4+	1	2+		2+	1		6+	4+	4+	1	2+	2+	1		1	
	2021			1		1		1	2+	2+	1	1	2+					
BA (Hons) Business and Human Resource Management	2023	2+	1	4+		4+	1		8+	2+	6+	1	2+	1	1		2+	2+
	2021			2+		2+		1	2+	1	1	1	2+				1	1
BA (Hons) Business and Marketing	2023	4+	4+	6+		2+	4+	1	8+	4+	6+	2+	6+	2+	2+	2+	4+	1
	2021			2+		1		1	2+	2+	2+	2+	2+			1		
BA (Hons) International Business Management	2023	2+	1	2+		1	1		4+	2+	4+		1		1		2+	
	2021			1		1		1	2+	1	1	1	2+					
BA (Hons) International Business Management (Top-up)	2023								1				1					
	2021								1				1					
BA (Hons) International Finance (Top-up)	2023					1				2+			2+	1				
	2021			1					1									
BA (Hons) Marketing, Advertising and Public Relations	2023	4+	1	4+		2+	2+	1	4+	4+	4+		4+	4+	2+	1	2+	1
	2021			1		1		1	2+	1	2+	1	2+					
BA (Hons) Digital Business	2023	2+	2+	4+		1	2+		6+	6+	6+	2+	4+	2+	1	1	2+	
	2021																	
BSc (Hons) Digital Marketing (Start September 2022)	2023	2+	1	2+		1	1		4+	2+	4+		1	1	1		2+	
	2021																	
BSc (Hons) Computing	2023					1		1	4+	4+	1	1	2+	1			2+	
	2021							1						1				
BSc (Hons) Computing (Top-up)	2023							1						1				
	2021							1						1				
BSc (Hons) Data Science	2023			1		1			6+	4+	1	2+	2+					
Computing Foundation Year	2023								2+	2+			2+					

The coding indicates the number of times each student encounters an SDG during their course. Even numbers are used where an SDG is taught multiple times.

SDGS EMBEDDED IN POSTGRADUATE DEGREE COURSES

Now that our new postgraduate programmes have run for a year, we have included them in our mapping activity. This chart showing the mapping for academic year 2023-24, highlights a range of SDG inclusion across our postgraduate programmes. Whilst our MSc Marketing, MSc International Marketing and MSc Human Resource Management courses engage students with all or most of the SDGs, our MBA, MSc Project Management and MSc Logistics and Supply Chain Management courses could be

additionally focused on responsible management, including exposing students to a broader range of SDGs. Additional work to extend the reach of the SDGs into our postgraduate courses will be undertaken in the next reporting period.

The case studies and examples of practice below demonstrate our progress with the implementation of PRME Principle 3 and highlight future plans to speed up our progress.

CASE STUDY 6: USING IMMERSIVE SIMULATIONS TO ENGAGE STUDENTS IN RENEWABLE ENERGY TECHNOLOGIES – COLIN PRICE, PRINCIPAL LECTURER

A range of simulated Vibration Energy Harvesters (VEHs) have been created using the Unreal Engine for 3rd Year Undergraduates studying the Nature of Computing. This module has been redesigned for 2023-24 to use these interactive immersive simulations so that students are able to learn about the operating principles of VEHs, their promise and future applications.

In particular, we have focused on (i) magnetic levitation devices suitable for energy harvesting from train tracks and car shock absorbers, (ii) piezoelectric

devices suitable for harvesting from ambient vibrations to power Internet of Things elements (iii) vortex-induced vibrations to harvest tidal energy
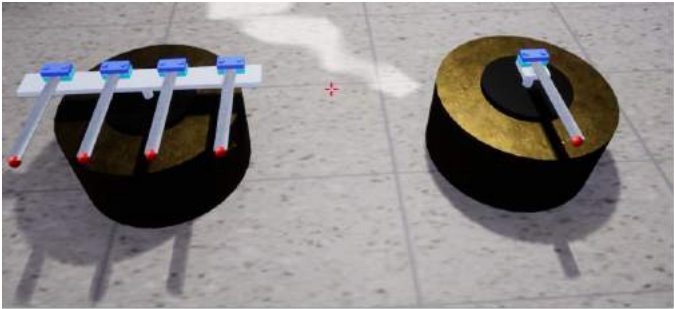

and as an alternative to wind turbines (they have no blades), (iv) tuned mass dampers applied to tall buildings in earthquake regions; these both stabilize the building and generate electricity. All these devices are currently being researched; some applications are at the first stage of commercialization.

Teaching this material takes four weeks. Principles of oscillation are explored using monster truck suspension, which provides baseline data. Students then move onto the other harvesters where they explore the engineering concept of optimizing the energy harvested to a large range of vibration frequencies. At the end of four weeks, students must write a position paper where they critically evaluate the statement *"Simulating vibration harvesters is an important computing application"* (SDG4).

The benefits to students are enormous. They are exposed to the technical details of electricity

production and become aware of the general mix of energy sources for the future. This leads to an enhanced understanding of how energy will be produced and consumed in their lifetime (SDG7 and 13).
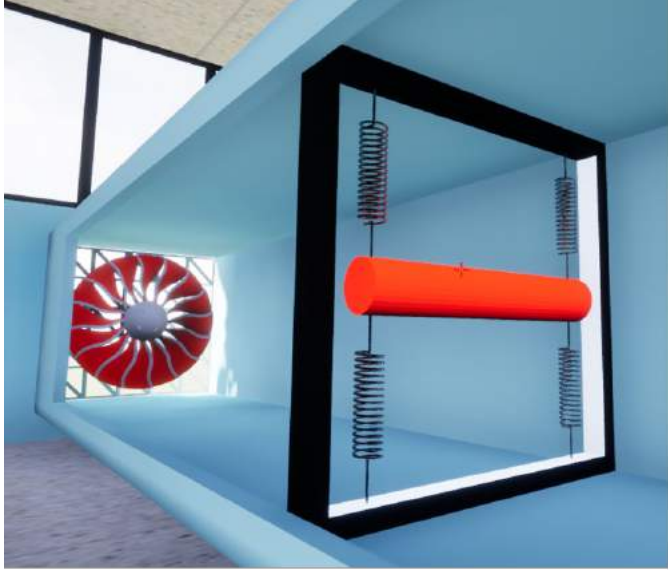
CASE STUDY 7: ASSESSING STUDENTS' KNOWLEDGE OF THE SDGS – CEDRIC NKIKO, SENIOR LECTURER, LEADERSHIP AND ORGANISATIONAL BEHAVIOUR

WBS has been working to recognize the six PRME principles throughout its business school activities. Over the past two years, the University has reflected on the extent to which its current teaching, research, and broader societal engagement integrate with the United Nations' SDGs. WBS has integrated SDGs in institutional governance, research, curriculum development, student engagement activities, and community activities.

One of the ways that WBS assesses students' knowledge of SDGs is through a level 7 module called Managing for Sustainable Futures. In this module, students are taught about the importance of SDGs in business practices and how they can be implemented as future leaders and managers of businesses. The module includes a project where students are required to work in groups to critically evaluate a case study organization's sustainability performance. Students learn about the importance of aligning ESG (Environmental, social and governance) metrics to a chosen case study organization's performance, not just for compliance but to target, manage, measure, and report sustainability performance. By reshaping and

retooling their case study organizations, students can develop sustainability plans that incorporate SDGs to overcome future business challenges and create sustainability value and lasting impact.

The module has been successful in helping students understand the importance of SDGs in business practices. Students have reported that they have gained a better understanding of how businesses can contribute to sustainable development and business growth. The module has also helped students develop soft skills such as presentation and critical analysis skills, through the analysis and incorporation of SDGs into business practices (SDG4).

CASE STUDY 8: USING THE SDGS TO EVALUATE HRM IN A FINAL YEAR UNDERGRADUATE MODULE – CATHARINE ROSS, LECTURER HUMAN RESOURCE MANAGEMENT

The module uses the SDGs, alongside other models, to analyse and evaluate the context and purpose of HRM in organisations. In week one of the module the external context of HRM is considered and students are presented with the SDGs as one example of political pressures HRM faces, and asked to discuss and feedback what the SDGs put pressure on HRM to do.

In week three students are presented with the SDGs as a possible tool to analyse and evaluate what the purpose of HRM is or should be. Following a discussion of HRM's possible role as an ethical steward and the multiple stakeholders (not just company owners) it might serve, they are asked to discuss which of the SDGs HRM did, could or should contribute to.

From week five the module introduces particular challenges facing HRM, starting with the challenge of using flexible contracts. In the seminar activity students are asked to read case studies and evaluate the HRM practices used. They are given a range of models they could apply, one of which is the SDGs. As shown (right), two of the groups chose to apply the SDGs to the actions of HRM.

The students' slides opposite highlight that they developed an awareness and understanding of the ways in which HRM might address the SDGs, and how current HRM practices might work against their achievement.

Going forwards, students are asked to write a mock briefing paper for HRM managers on how they could address a key HRM challenge. Again, the SDGs are one of the tools they can use and, having applied them in the classes, it is anticipated that some will do so. More significantly, as they move into employment next year, they will be able to bring their application of the SDGs to develop their own HRM practice (SDG8).

EXAMPLE OF PRACTICE 5: SUSTAINABILITY MODELLING – WARREN WRIGHT, WBS DIRECTOR OF PLANNING AND RESOURCES

In Data Driven Decisions, a Level 4 model, students are asked to make predications using mathematical models. In one set of exercises, students are asked to predict the world population of today using figures from the beginning of the 20th Century. They begin by using linear regression, but this proves to be wholly inaccurate. The predicted figure is far lower than the actual world population. They are then introduced to the concept of exponential regression which proves to be far more accurate. Students then begin to make future world population predictions with an appreciation of the effect of exponential growth. Using SDG-related data gives meaning to what would otherwise be raw data or at best an interesting business scenario. Students have voiced their appreciation of how data analytics can identify potential challenges and benefits of business and SDG-related issues (SDG4). Moving forward specific SDG datasets will be used to give greater meaning and awareness to business sustainability.

EXAMPLE OF PRACTICE 6: EMBEDDING SUSTAINABLE CONCEPTS INTO AN INTERNET OF THINGS MODULE ON A COMPUTING DEGREE – ANDREW TOMLINSON, SENIOR LECTURER IN COMPUTING

In addition to teaching technical aspects, our Computing degree modules also embed sustainable concepts and principles of responsible management so that our students can appreciate and champion these. For example, our third-year undergraduate module on Internet of Things (IoT) asks computing students, in addition to creating a prototype Building Management System, to explore how such systems might be used to facilitate sustainability. In addition to demonstrating technical understanding in building such systems, part of their assessment requires them investigate and analyse how such systems might be used to reduce energy use, reduce carbon emissions, and improve comfort (SDG13). Also, since IoT devices require continuous power and are a high-volume user of microchips, lecture-time and tutorial-time are allocated to also explore systems for sustainable power generation as well as the microchip supply chain and its impact on material resources.

EXAMPLE OF PRACTICE 7: RECOGNITION OF THE EFFECTIVE LEARNING EXPERIENCES PROVIDED BY RESPONSIBLE BUSINESS – DR KAY EMBLEN-PERRY, PRINCIPAL LECTURER AND WBS SUSTAINABILITY LEAD

In my second-year module Responsible Business, the first assessment comprises an evaluation of the sustainability performance of the University using real world sustainability auditing techniques and documentation. The students use information gathered within class sessions taken by guest speakers from University business functions, the sustainability web pages, reports and published communications along with campus visits to establish their audit findings. A post-audit feedback meeting is held in which the student auditing team discuss their audit findings, their understanding of the responsible business performance of the University and its contribution to the SDGs with the three module tutors. This replicates a real-world end of audit wash-up session. To help develop the students' Graduate Attributes as well as sustainability knowledge and skills and softer employment skills, the students conduct their audit in groups and are encouraged to ask questions of their guest speakers to collect evidence of current performance and enhancement plans.

In 2022 Responsible Business won a University Teaching Award for the innovate approach to learning and teaching used.

EXAMPLE OF PRACTICE 8: USING THE SDG COMPASS IN ASSESSMENTS – DR PAULO MORA-AVILA, SENIOR LECTURER IN PR, REPUTATION AND SUSTAINABILITY

Four out of five consumers are likely to choose a brand with a positive approach to environmental and social sustainability. Our Brand Management module assesses students' critical evaluation of the strategic implications of sustainable brands; working with the SDGs and the SDG Compass students propose a band strategy aligned specifically to one SDG, identifying what stage of the SDG compass the strategy covers.
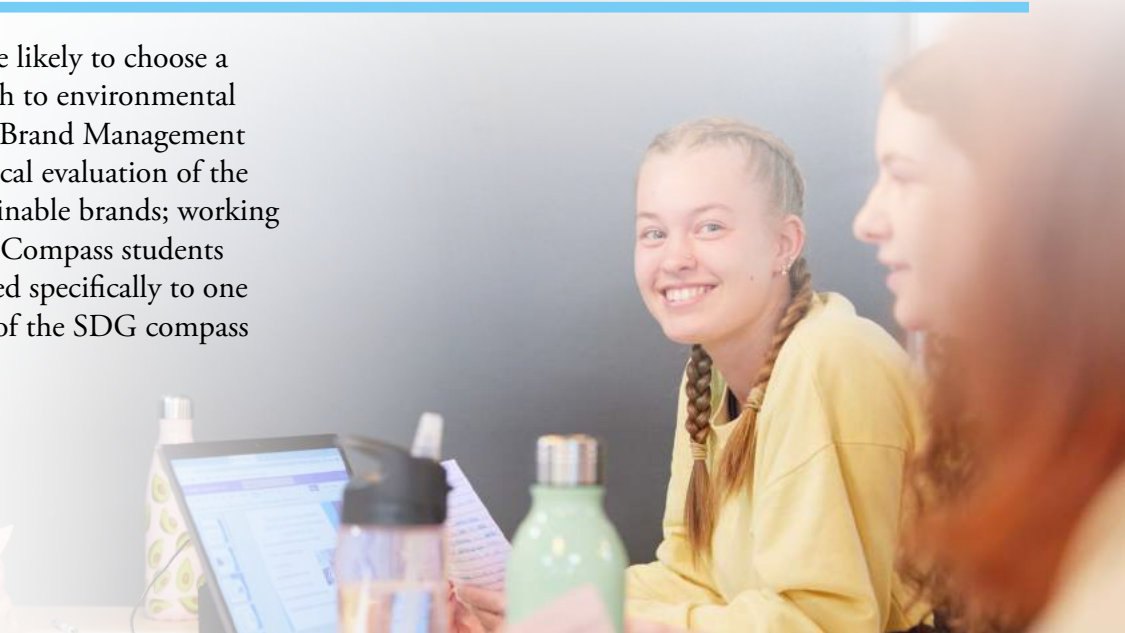
PRME PRINCIPLE 4: RESEARCH

WBS COMMITMENT TO PRME PRINCIPLE 4

We will continue to engage in conceptual and empirical research that:
1) Advances our understanding of the role and impact of individuals and corporations in the creation of sustainable social, environmental, economic, and cultural value
2) Enhances education for sustainability to equip learners with the skills, knowledge, attributes, and personal values to enhance sustainable development and to change businesses from within

PROGRESS MADE SINCE OUR INAUGURAL REPORT

Undergraduate and postgraduate dissertations related to ethical people management and sustainable business practices increased in both 2022 and 2023

Increase in WBS staff research collaborations

Additional research focus on sustainable corporate governance, social sustainability, and responsible management education

IMPACT OF PROGRESS

Increased recognition of the importance of sustainable futures within our student body

Widened research perspectives and topics of focus. Sped up research progress and dissemination

Contribution made to the development of sustainable economies and organisations and to reduce global inequalities

MESSAGE FROM THE DIRECTOR OF RESEARCH AND KNOWLEDGE EXCHANGE

As Director of Research and Knowledge Exchange I am pleased to support Worcester Business School's second PRME SIP Report. At the University of Worcester, we are committed to developing research and knowledge exchange that has a transformative impact on individuals and society. The work that WBS is involved in is strategically aligned with the overall vision of the University, and specifically targets two areas of challenge in the University's Strategy: Sustainable Futures and Professional Education. By focusing on these areas of challenge, which are crucial to the future of individuals and society, WBS is continuing to build a strong portfolio of research that directly supports business in grappling with these challenges and develops graduates able to change business from within.

The University continues to be supportive of the research and knowledge exchange work being conducted by WBS, particularly its work targeted on Sustainable Development Goals.

Dr Paul Newland
Director of Research and Knowledge Exchange
College of Education, Culture and Society

WBS continues to be a research active business school that seeks to address strategic areas of challenges defined by the SDGs and PRME. We have further developed management responsibility, sustainability, and ethics as cornerstones of our research, both in our research groups and doctoral programmes.

In response to our commitment in our inaugural report in 2021, we have developed an increasingly cohesive and collaborative research community through which we are making a growing contribution to the SDGs. We have consolidated our work around our 4 research themes:

1. Corporate Governance Around the World
2. Ethical People Management
3. Quality, Inclusive Business Management Education
4. Responsible Production and Consumption

Our staff research publications and successful doctoral studies from the last 2 years have been mapped against the SDGs and our contribution to them is shown in the list of our research outputs in Appendix 1 and along with the proportion of our research outputs in each of the four themes (right).

Ethical People Management
17%
SDG1, SDG8, SDG10, SDG11, SDG13, SDG14, SDG15

Corporate Governance Around the World
15%
SDG1, SDG8, SDG9, SDG10, SDG11, SDG12

Responsible Production and Consumption
13%
SDG12

Quality, Inclusive Business Management Education
55%
SDG4, SDG5, SDG17
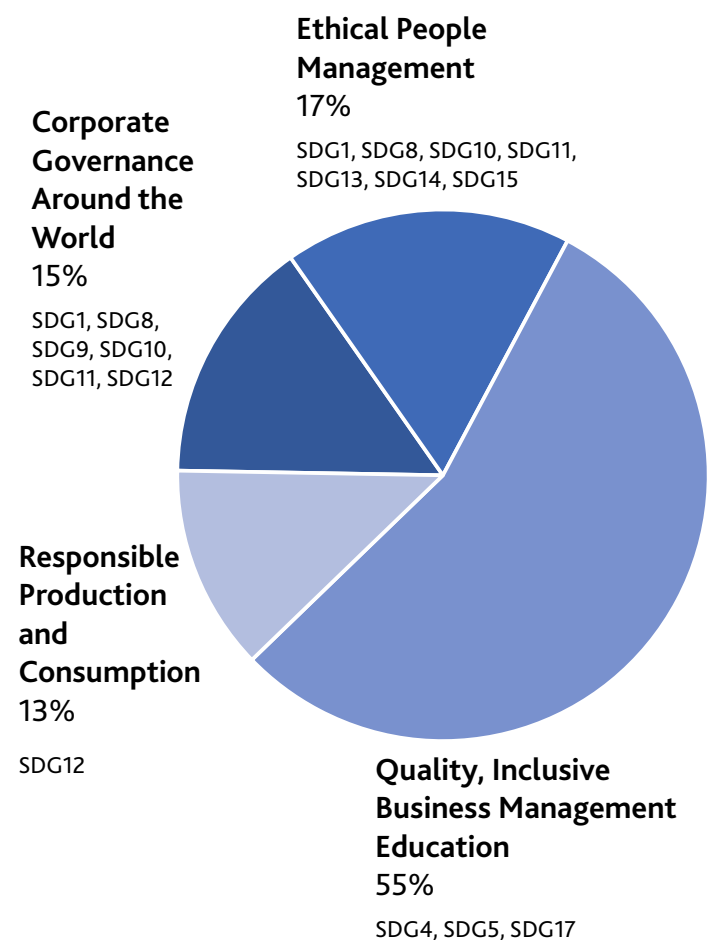
In mapping our publications to the SDGS and research themes we recognized that we have progressed in our aim declared in our inaugural report, to develop economies and organisations and to reduce global inequalities within our first research theme, Corporate Governance Around the World. We have increased our research focus in this area and have established a funded studentship with Dr Laila Kasem as the Director of Studies; staff changes within WBS we have a strengthened research interest in this area.

It is noticeable that postgraduate students are developing a strong interest in topics within corporate governance for their dissertation research. We have yet to establish why this is the case, but we will continue to encourage our students to conduct research that will develop their responsible management skills and values and add sustainable value to business and society. An example of a student's research aligning corporate governance to SDGs 1, 8 ,10, and 11 is provided in Case Study 9. This will hopefully be published as a journal article in the next reporting period.

Within our theme of Quality, Inclusive Business Management Education, WBS researchers have extended their impact through the dissemination of research and through publications and conference attendance over the last 2 years. This has been our greatest growth area of research, with staff and student publications from all three academic departments in WBS. We have continued to research and share good practice within education for sustainability and have developed a further research strand focused on entrepreneurship education. Case Study 10 below describes the impact of this research in more detail. Through our work in this research theme, we have contributed to the achievement of SDGs 4, 8 and 10 which aligns to our Sustainability Strategy.

Research within our second and fourth research themes, Ethical People Management and Responsible Production and Consumption, are key topics for DBA students (see Appendix 1) and we hope to speed up our impact in these areas by encouraging our doctoral students to publish their research more widely.

We recognize that we have made some progress in knowledge transfer, although this has not been as extensive as we had hoped in our inaugural report. Whilst we have engaged in knowledge transfer through our Student-led Consultancy, research and public events such as the WBS International Women's Day Event, we have been unable to pursue formal knowledge transfer partnerships due to resource constraints. However, we will pursue these projects further and are initiating discussions with a local branch of a large multinational manufacturing organisation to establish our first project. We will report progress in this in our next SIP Report.

The Case Studies below demonstrate our progress with the implementation of PRME Principle 4.

CASE STUDY 9: ASSESSING THE IMPACT OF THE 'MADAGASCAR VANILLA INITIATIVE' (MVI) IN CREATING SUSTAINABLE LIVELIHOODS FOR COMMUNITIES – VICTORIA TANIMOWO, MBA STUDENT 2021-22

My research paper for my postgraduate dissertation at WBS explored the Private Sector's contribution to achieving the SDGs by 2030, evaluating a multinational corporation's sustainable practices in Madagascar. This research was conducted with the aim of assessing the impact of the 'Madagascar Vanilla Initiative' (MVI) in creating sustainable livelihoods for communities in the SAVA region of Madagascar and exploring the MVI's contribution to the SDGs.

Madagascar was a keen focus of this research because despite its natural resources in vanilla and despite being the biggest exporter of this spice labelled the "Queen of Spices", the country remains one of the poorest in the world, with millions of children out of school. One of the key issues in the SAVA region was

the extortion caused by middlemen who export the vanilla for a huge price and pay the farmers a token for it. In my research, however, I established that with the intervention of the MVI, farmers are now getting the fair price they deserve for their crops, households can feed themselves and parents can support their children's future, thus, ensuring sustainable income from vanilla farming (SDGs 1, 3 and 8). Furthermore, I recognized that the MVI introduced a Village Savings and Loan Scheme (VSLA) to give people financial inclusion and resilience, which helps communities save money towards a goal, take loans, and sustain their businesses with the help of these groups (SDGs 8 and 11).

My research also established that the MVI also sensitises communities on child-protection, child-health and child-education, and the benefit of this sensitisation is that parents now send their children to school, no child must work in place of school and children feel better protected against violence (SDGs 4 and 5). In my interviews with the Intergenerational Dialogue Personnel, I was told that parents now understand,

"…if they want to give a better future to their children, their children must go to school and learn to read and to write because the world is evolving, and they should follow the evolution of the world."

One of the impressive things I recognized in my research is that the MVI is empowering youths with business skills and training. They are helping them to realise their business plans with grants and the budgeting of ideas to help the next generation get out of poverty; thereby affirming the United Nations view that youths are 'torchbearers' of the 2030 Agenda (SDGs 1 and 9). Youths are now financially independent and now have a vision for their future, they are starting businesses, saving money and now feel responsible for the development of their households and communities. Some of the youths are now involved in empowering the next generation.

Through this research, I discovered that the MVI is contributing to improving livelihoods in the SAVA region of Madagascar and working to ensure sustainable measures are in place for this to continue when the MVI stops, and demonstrated that corporations can contribute to sustainable livelihoods, while fulfilling the SDGs, which shows a collective action for the goals.

My interest in this topic stemmed from my commitment to eradicating poverty and investing in child-education which I have been doing through my NGO in Nigeria, Vickies Foundation. Through my NGO I raise money to sponsor children to go to school (with the mindset that all children should have at least basic education and the opportunity of pursuing their dreams); build libraries for underdeveloped schools so that children can have access to books for learning; empower youths and school dropouts in vocational skills and invest in orphanages.

CASE STUDY 10: CONTRIBUTING TO SDGS 4 AND 9 THROUGH ENTREPRENEURSHIP EDUCATION RESEARCH – PROFESSOR ROBIN BELL, PROFESSOR OF ENTREPRENEURSHIP

The entrepreneurship education publications shown in Appendix 1 have promoted and advocated entrepreneurship education and promoted its tailoring to specific contexts to provide contextualised and relevant quality education in numerous countries and context (SDG4). The research has provided guidance as to how traditional and progressive educational approaches can be fused within Chinese entrepreneurship education to develop practical entrepreneurial skills whilst ensuring that educational cultural heritage has been respected. The body of research has also conceptualised entrepreneurship within Oman, which has not traditionally promoted entrepreneurship. This has allowed for recommendations as how entrepreneurship can be conceptualised in Omani education to ensure it is more accessible to future graduates. The importance of inclusion has also been identified in supporting those with a disability into entrepreneurship within Nigeria. Entrepreneurship can offer a pathway for those with a disability into the economic mainstream. Finally, the role of the integration of artificial

intelligence into quality education to prepare students for employment and develop future industry, innovation, and infrastructure, has been discussed (SDG11). These works have been widely read and shared and received a combined 85 Google Scholar citations.

Future research is planned and will extend these research topics. It will explore how those with disabilities can be supported into entrepreneurship through developing entrepreneurial passion and dedicated entrepreneurial support programs (SDG8). In addition, research will seek to identify the part that artificial intelligence and training potential entrepreneurs to use artificial intelligence can play in opening access to entrepreneurship through reducing potential challenges which might exist in entering entrepreneurship (SDG5). The goal of this is to open access to entrepreneurship to a wider group, through providing quality education. Through increasing entrepreneurship, future entrepreneurs will continue to innovate, and develop industry and infrastructure.

CASE STUDY 11: CAPABILITY DEVELOPMENT TO DRIVE INTEGRATION AMONGST REFUGEES – DR LAILA KASEM, SENIOR LECTURER IN STRATEGIC MARKETING

Dr Laila Kasem, working with colleagues from the University of Strathclyde, had previously conducted research to explore what role businesses can play in supporting a sustainable social and economic integration of refugees in their host countries. Supporting refugee integration contributes to SDGs 4 and 8 which stipulate ensuring inclusive and equitable quality education for all and promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. Building on Amartya Sen's (1985; 1999) Capability Approach, the research unravelled evidence of a range of personal, social, and environmental factors that could constrain or enable the development of capabilities that drive integration amongst refugees in the UK. Importantly, the evidence demonstrated that businesses can proactively influence these factors, hence facilitating real or effective opportunities for integration amongst refugee populations.

The research findings were shared with the social enterprise in which the work was conducted. Action points were highlighted in relation to the key factors identified as important for refugee integration. Subsequently, a workshop at the University of Worcester was conducted with 20 members of staff from the organisation to explore precarious experiences that many refugees endure and what current practices are in place to support refugees in overcoming precarity to achieve economic stability. Furthermore, Dr Kasem, together with Dr Catharine Ross and Professor Robin Bell, have secured funding from the University of Worcester for a PhD studentship to explore precarity amongst refugees in the UK. Lastly, Dr Kasem, with collaboration with Dr Scott Andrews from the University of Worcester, has developed a teaching case study on the economic integration of a refugee who set up a successful business in the UK. The case has already been taught to WBS second year business students and will be made available more widely in 2024.

CASE STUDY 12: RESEARCH INFORMED LEARNING AND TEACHING – DR PAMELA F MURRAY, SENIOR LECTURER IN LEADERSHIP AND ORGANISATIONAL BEHAVIOUR

The WBS Participant Centred Learning in Management Education [ParCeL] Research Group investigates complex pedagogical questions that enable us to advance responsible management education. We work with research partners from the UK and Turkey to progress this through the British Council's Connect4Innovation Project which enables us to create case studies that can be used within teaching and learning across the HE Sector.

In July 2022 I joined the collaboration between WBS and the Middle East Technical University which aimed to develop a real world business case study with Turkish and UK businesses. We worked with representatives from Britannia Dynamic Logistics (BDL) to capture the company's approach to teamwork and performance facilitation. This case study *Britannia Dynamic Logistics Developing an Emotionally Intelligent Business: A Case Study* has been disseminated for use by HE colleagues.

When appointed Module Leader for the mandatory first year undergraduate module Unlocking Individual Potential in 2023, I reflected on the ParCeL case study experience and realized I could inform the module design and create an industry-based formative learning experience that used emotional intelligence to frame the taught sessions and seminars. I also hosted retired BDL Director Mr Piercy as a guest speaker within the module. Following his presentation on real-life business leadership comprising the company's inception, team skills, planning activities, and imprint on the logistics sector in the lecture, students were engaged in a lively question-answer session (SDG4). Later module tutors led a 'deep dive' into BDL's narrative specifics using the case study during the seminar sessions. Feedback from the students was highly positive, focusing on the value of hearing about the complexities of starting a company firsthand and of the ongoing benefit of an applying an ethical compass to enduring business practices.

EXAMPLE OF PRACTICE 9: ENGAGING RESEARCHERS WITH THE SDGS – CATHARINE ROSS, LECTURER IN HUMAN RESOURCE MANAGEMENT

Students studying for a doctorate in business administration in WBS use their research to have an impact upon practice. In the induction for the 2023 cohort of eleven students PRME was introduced, and students were invited to consider which of the SDGs their research might have an impact on. The first taught module then asked them to reflect on the work context in which they planned to carry out their research, and the SDGs were presented as one tool they could use to analyse that context. During the first assessed presentations most students chose to use the SDGs, either to identify the key sustainability issues faced within their chosen context, the sustainability issues the organisations they were researching prioritised, or the sustainability issues which they intended to address through their research. Given their practitioner roles and the influential positions they often hold within the business world, there is great potential for them to have an impact upon sustainability by embedding it in business practice.

PRME PRINCIPLE 5: PARTNERSHIP

WBS COMMITMENT TO PRME PRINCIPLE 5

We will continue to interact with managers of large and small businesses to extend our knowledge of their challenges in meeting social and environmental responsibilities, and to jointly explore effective approaches to meeting these challenges
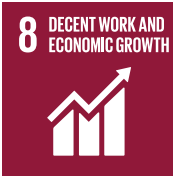
PROGRESS MADE SINCE OUR INAUGURAL REPORT

Recognition of our role in promoting sustainability and ethical business

Progress within knowledge exchange and consultancy partnerships

Platinum award for Inbox Detox Green Impact Project

IMPACT OF PROGRESS

Helped businesses to recognize and address environmental impacts and sustainability performance

32 students engaged in sustainable business competitions and completion of two student-led consultancy projects

Project outcomes and learning disseminated through the Project Reports and UW Learning and Teaching Conference 2023

WBS has made some progress in developing co-creational opportunities for knowledge exchange and consultancy partnerships with local businesses, which we identified as a development aim in our last report. We have focused our efforts to explore and address social and environmental challenges, through specific projects, including:

- The Student-led Consultancy Programme
- The Children's Alliance Conference
- The Help to Grow Programme
- The International Women's Day Event
- Springboard Placements

Through this we have enhanced our impact, sped up our progress in implementing PRME Principle 5 and contributed further to SDGs 11, 12 13, 15, and 17. In addition, we have continued to work with local businesses, Worcestershire County Council, and the Worcestershire Local Enterprise Partnership and local charities. This is led by our Business Development Team and connects academic staff and students with local organisations. Despite our successes, WBS have also encountered some setbacks progressing within PRME Principle 5. For example, our Responsible Futures Project had to be closed due to the withdrawal of the Project Lead and a Students as Academic Partners (SAP) project was cancelled due to the withdrawal of student research assistants. Whilst the SAP Project cancellation was disappointing, it has been resubmitted for funding in the 2023-24 call for projects.

We have maintained the focus of our knowledge exchange and consultancy partnerships with smaller, local businesses who continue to be under-represented within public and business sector debates. WBS has a unique opportunity to assist SMEs within our region, in which most businesses have less than 50 employees, and many are start-ups. An example of our impact is included within Case Study 13 below.

In extending our partnership activities over the last two years, we have recognized that significant challenges encountered by local organisations are related to meeting their environmental obligations and expectations. Despite our internal resource constraints, we recognize this is an area in which WBS can have a significant impact and commit to becoming more proactive in developing partnership activities around environmental sustainability in the next reporting period. Expansion of our partnership activities is and will continue to be a key strategic goal for our business school.

In addition to our external partnerships, WBS has made good progress in developing our internal partnerships through which WBS staff from different departments have collaborated on projects or have worked with their counterparts from other Schools to develop more jointly efficient practices for the wider university. An example of our cross-school partnerships is included in Case Study 14 below. The other Case Studies and Examples of Practice included below also demonstrate our progress with the implementation of PRME Principle 5.
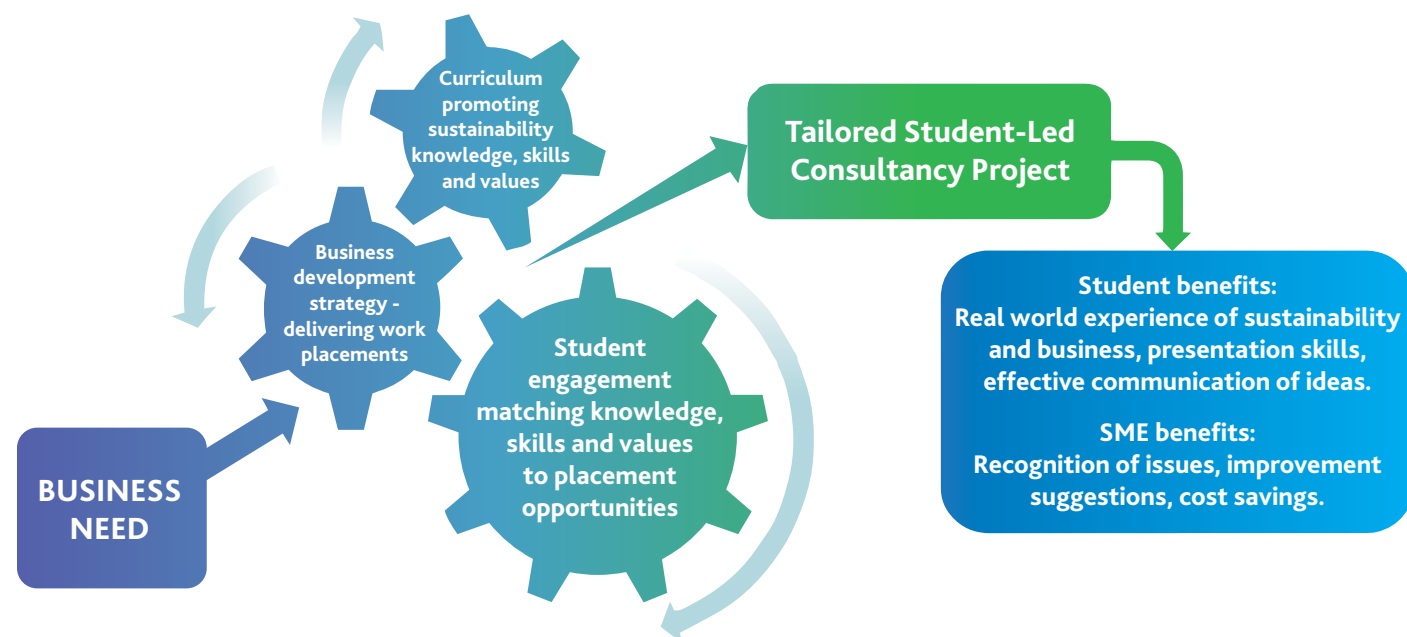
CASE STUDY 13: ADDRESSING ENVIRONMENTAL CHALLENGES THROUGH STUDENT-LED CONSULTANCY – DR KAY EMBLEN-PERRY, PRINCIPAL LECTURER AND WBS LEAD FOR SUSTAINABILITY, JO MURPHY, WBS BUSINESS DEVELOPMENT MANAGER AND JANEY ROBINS, WBS PLACEMENTS AND INTERNSHIPS COORDINATOR

Despite the well-recognized personal, professional, and academic benefits that a traditional 'year in industry' placement can offer, there has been a significant downward trend in number of students opting for such a long-term placement. This may be due to a lack of confidence and/or self-awareness, personal responsibilities, unwillingness to leave friends and family, a lack of understanding of the benefits of taking a placement, or desire to complete formal education as soon as possible. However, the authors recognize that without the real-world job experience offered by such a placement, our students are less likely to compete effectively in the hyper-competitive graduate job market.

To overcome this reluctance to take a year in industry and equip students with the business skills that are recognized as lacking in graduates, WBS have launched a new short-term placement opportunity to offer a novel approach to real-world learning: Student-led Consultancy. This offers local SMEs the opportunity to employ a Student Consultant for a three-month period to undertake an environmental improvement project within their organisation. All projects begin with an environmental audit to establish the baseline from which to understand and improve environmental impacts of the business. The student and SME foci were chosen for the Student-led Consultancy as WBS

is located within a region dominated by SMEs. Environmental management is a known skills gap for them, and students will need environmental management knowledge and skills in their future workplaces.

The programme team comprising Dr Kay Emblen-Perry (Principal Lecturer and WBS Lead for Sustainability), Jo Murphy (WBS Business Development Manager) and Janey Robins (WBS Placements and Internships Coordinator) worked together to develop a multi-dimensional approach to placements. The expertise of each member ensured that each project was tailored to address specific environmental concerns within the organisation and the interests of the Student Consultant. To maximise the value of this opportunity for both the student and SME, we offered ongoing support and guidance where and when appropriate. These short-term placements are designed to provide a less challenging route into work experience; they can

encourage students to explore career options in a real-world business environment whilst adding value to an SME. They also provide businesses with an affordable, skilled, and innovative resource to complete an improvement project, prime their recruitment pipeline and contribute to the organisation's CSR strategy.

Feedback from the Student Consultants and the SME employers on the projects undertaken so far is 100% positive. The SME participants reported they have been helped to recognize their current business impacts and presented with realistic and affordable opportunities to improve their environmental performance. An additional benefit that many were not expecting has been the potential cost savings available from adopting environmental impact reduction opportunities. Both SME participants have seen cost savings from the students' proposed environmental improvements.

CASE STUDY 14: DEPARTMENT OF PROFESSIONAL ADMINISTRATIVE SERVICES DIGITAL CARBON FOOTPRINT PROJECT – KAYLYN CARTER, COURSE ADMINISTRATOR

A team of five Department of Professional Administration Services (DPAS) colleagues and a support student worked together in a Green Impact Project to explore and educate on ways our digital carbon footprint affects the environment. We also wanted to research easy ways to reduce our

carbon footprints and help other colleagues to reduce theirs.

We were also keen to measure the change in behaviour of DPAS staff, before and after a couple of months of informative messaging via MS Teams,

Sway newsletter, plasma screen graphics and posters around campus, social media posts, blog posts, meetings, and an online Inbox Detox event.

Our Inbox Detox event created the most tangible results, with 64366 total emails being deleted between our 21 participants. We were also able to effectively educate people about their digital footprint, with 100% of participants reporting that they felt they had learnt something during our project, and 83% reporting that what they had learnt lead to a change in their behaviour (SDG12).

Prior to any messaging, 80% were aware they had a digital carbon footprint, with 100% aware after messaging and our event.

However, we were keen to reach students and non-DPAS staff with our plasma screen graphics and posters around campus, social media posts, and blog

posts, which will have also led to non-tangible education and change.

The reception of our Inbox Detox event was fantastic, such that people who missed the event wanted to take part. To capture and continue the essence of Inbox Detox, we put together an information pack which would allow people to host their own Inbox Detox, outside of the timing of the online session.

We also won a Platinum Green Impact Award for our project, and an award for Innovation for Engagement. We hope to continue the project next year.

CASE STUDY 15: HELP TO GROW – JO MURPHY, BUSINESS DEVELOPMENT MANAGER

In September 2023, WBS partnered with the Worcester Growth Hub to launch the Help to Grow course sponsored and funded by the UK Government. WBS is one of 50 UK business schools contracted to deliver this programme, which aims to train SME business leaders to increase productivity, seize investment opportunities and grow their business (SDGs 8 and 9).

Responsible business is one of the course's cross cutting themes throughout the 50 hours of leadership training and 10 hours of mentoring provided. Through this we encourage the leaders on the course to:

• Use sustainability drivers to identify opportunities and inspire innovation and problem solving

• Put societal and environmental concerns

at the heart of their businesses and reflect this in their brand

• Prioritise wellbeing and the development of resilient leaders

• Reflect on the SDGs in strategic decision making

Carbon reduction strategy development and energy efficiency are core themes in taught modules and the Growth Action Plan that each participant is encouraged to create. This encourages the participants to consider energy efficiency as critical in responsible business practice and a driver of competitive advantage in all that they do (SDGs 12 and 13). Through our delivery of the Help to Grow Programme WBS contributes to SDG4 and helps our local SMEs to contribute directly to SDGs 3, 7, 8, 9, 12 and 13.

PRME PRINCIPLE 6: DIALOGUE

WBS COMMITMENT TO PRME PRINCIPLE 6

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

PROGRESS MADE SINCE OUR INAUGURAL REPORT

Discussion of sustainability challenges promoted in external events

WBS school-wide review of responsible management education and our role in promoting global social responsibility and sustainability

IMPACT OF PROGRESS

First annual WBS International Women's Day event held, Children's Alliance Conference hosted by WBS

School-wide approach to identification of priorities and implementation of our Sustainability Strategy

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In the last two years WBS has continued to progress in PRME Principle 6 by working with

- Governmental and non-governmental organisations to resolve critical issues related to social responsibility and sustainability
- Schools to raise the awareness of the SDGs and the responsibility of businesses
- Organisations to raise the awareness of responsible, sustainable, and ethical business practices

We have continued to facilitate dialogue through our public engagement within the arena of children's well-being and outreach work to promote sustainable futures and develop capabilities of students to be future generators of sustainable values. We have also engaged University colleagues and local organisations with critical issues related to global social sustainability through WBS hosted events. Through this we connect PRME Principles 1 and 6 and have enhanced our contribution to SDGs 3, 10 and 17. Our work in PRME Principle 6 also facilitates our progress in Principles 3 and 4 through research informed teaching and knowledge exchange.

Our greatest progress in the last two years has however, been in undertaking a school-wide review of activities and establishing a school-wide approach to PRME Principles and SDGs. This has not set aside the individual interests that comprised our inaugural report inputs; rather we have recognized that many individual interests had become common interests across staff. Through collating these interests we have developed school-wide strategies to progress our dialogue with internal and external stakeholders on critical issues related to global social responsibility and sustainability.

We aim to speed up progress in this in the next reporting period. Our impacts within PRME Principle 6 have been both direct and indirect. Direct impacts have been achieved through dialogue with our communities such as through the International Women's Day Event presented in Example of Practice 10, whilst indirect impacts have come about through activities undertaken by those we have engaged in sustainability, for example the Earth Week described in Case Study 18 which was undertaken by a WBS student whilst on placement and through the work of Dr Pamela Murray and Professor Lynn Nichol which may influence the lives of others (Case Studies 17 and 18).

Despite our recognition of our successes and achievements, we acknowledge we have faced some challenges in developing our facilitation of and support for dialogue. For example, our Annual Worcester Lecture, through which we aimed to continue our responsible management commitments has been postponed due to resource constraints. Although the quarterly research symposia which we committed to in our inaugural report have been established, we have struggled to obtain involvement from our local business partners as planned. We have however had success in obtaining inputs from Research Group members and attracted a wider research audience from within the University. For example, in the last 2 years there have been 3 research presentations from staff and doctoral students within the Sustainable Organisations Research Group.

The Case Studies and Examples of Practice below demonstrate our progress with the implementation of PRME Principle 6.

CASE STUDY 16: NET ZERO IN THE CHURCH OF ENGLAND: MEAT FREE FRIDAYS IN LENT? – LYNN NICHOL, PROFESSOR OF HUMAN RESOURCE DEVELOPMENT

As an elected member of the Governing Body of the Church of England, the General Synod I have the right to submit at each session of General Synod written questions to senior leaders on policy and practice. These questions must be responded to in the debating chamber, are included in the formal records and witnessed by journalists in the press gallery.
In the February 2023 Sessions, at Church House Westminster, I submitted:

In the light of a recently published study by Cambridge University indicating that not eating meat on one day a week could 'bring about a major reduction in global carbon emissions', would the House of Bishops in line with the Church of England's commitment to Carbon Net Zero by 2030 commend to the Church and Nation the practice of committing to Meat-free Fridays this Lent?

In response, the Right Reverend Graham Usher, Bishop of Norwich and Church of England's Lead for Environmental Affairs agreed to commend the practice and subsequently took this forward through his environmental blog on the Church of England website www.churchofengland.org/media-and-news/stories-blogs-and-features/why-might-christians-consider-cutting-down-meat-lent, and commended the practice to Christians throughout the Church of England (SDG13).

Adult membership of the Church of England is currently estimated at 1.1 million (Church of England Statistics for Mission, 2019) and this dialogue started by asking one question, had the potential to influence the daily lives of these people. The question and subsequent blog were reported by several national newspapers and online sources including The Daily Telegraph www.telegraph.co.uk/news/2023/02/13/bishops-recommend-friday-fish-suppers-reach-net-zero/ and The Times - www.thetimes.co.uk/article/christians-meat-free-fridays-lent-hm97gpptq. Hence it extended the reach of the dialogue beyond members the Church of England to the readership of each newspaper.

On a more local level the report was circulated by the Diocese of Worcester, www.cofe-worcester.org.uk/meat-free-fridays-in-lent.php, and picked up by BBC Radio Hereford and Worcester. This resulted in me being interviewed live on local radio about the impact of

reducing meat consumption in carbon emissions. At the micro level in my own local community, it has created opportunity for dialogue with people who had never considered the issue, many people in local churches took up the challenge of reducing meat consumption in Lent and perhaps beyond, and developed initiatives such as meat-free lunches in community venues.

Lent is an annual event for Christians, and Lent 2024 provides an opportunity to revisit this theme again at the national level to check progress with the House of Bishops and revisit and rekindle the local initiatives.

CASE STUDY 17: WORCESTER BUSINESS SCHOOL AND THE CHILDREN'S ALLIANCE INAUGURAL CONFERENCE
- DR PAMELA F MURRAY, SENIOR LECTURER IN LEADERSHIP ANDORGANISATIONAL BEHAVIOUR

As an Ambassador with the Children's Alliance, I was delighted that WBS co-hosted the Children's Alliance Conference, 'The Child of Today is the Adult of Tomorrow' on June 26th, 2023. The conference focused on the aims of the Children's Alliance; to enhance the life conditions for children and young people, their families, carers, and communities (SDGs 1, 3 and 10). For example, the presentations and workshops at the conference shared research that was commissioned to support the event, along with tried and tested practical interventions that can aid and heal children and

young people living lives impaired by lack of opportunity (SDG10).

In my keynote delivery, 'From the unfelt to living with empathy: a caricature of a development journey with implications for the leadership of envisaged worlds of care', I showed how empathic play has been used to redress the ills of the past. Using a scenario planning format, child-centric attention was brought to invidious and aspirational conditions indicating the roles played by visionary and vigilant leadership. I also called for play to be included as a protected

characteristic within the terms of the 2010 Equality Act by giving statutory recognition of its essential contribution to the development of all people during the crucial window of childhood (SDG3).

As a result of the conference, the Children's Alliance launched four Working Groups dedicated to improving the health and wellbeing of babies, children, and young people across the United Kingdom in October 2023: Early Years, Nutrition, Emotional Health, and Physical Activity. I have been appointed a Working Group Co-Chair, with

practitioners, educators, academics, specialists, and leaders from industry supporting the working groups.

In the short term we will create a range of case studies which depict a map of what helps wellness and contentment in children and young people. In the medium term we will collaborate with practitioners to establish evidence-based means to achieve these outcomes. In the longer term we will disseminate these tools to counter the endemic social, economic, and cultural barriers that detract from sustainable futures for children and young people.

CASE STUDY 18: FACILITATING SUSTAINABILITY DEBATE THROUGH EARTH MONTH – LUKE BOYD, LEVEL 6 STUDENT

From 4th July 2022 to 28th July 2023, I completed my 13 Month Placement at Unisys. During my placement I helped set up 2 sustainability initiatives. The first, was labelled "Earth Month" and ran in October last year within Unisys. The second was while working on a contract Unisys has with Lloyds. I spoke to someone who was interested in Earth Month, and they asked me to run it within a Lloyd's team. The idea was something started by me and another placement student who is studying business and environmental studies at the University of Leeds; she wanted to do something to do with sustainability during the placement.

The idea we landed on for Unisys aimed to reduce carbon consumption by changing habits through a competition. WWF have a carbon footprint calculator online which works out your carbon footprint based on 4 factors (Home, Food, Travel, Stuff). The competition started with competitors completing the questionnaire and logging their carbon footprint result in a Google form. Then over the month the challenge was to reduce one or more of the problem areas the WWF calculator identified. We contacted everyone once a week to check progress and encouraged them to get further involved by creating posts of what they were doing to reduce their overall carbon impact. At the end of the month, we asked competitors to complete the questionnaire again to see if their carbon footprint was lower. We had a prize for the person with the biggest reduction and a prize for whoever was the most

engaged with challenge. We managed to get 15 people involved and a reduction of 40 tonnes of carbon.

Within Lloyds we had similar numbers participating in the competition, although we used Lloyds own carbon footprint tracker. These numbers are not huge, but it did help to push sustainability initiatives within both companies on an employee level. It also gave good insight into employee consumption habits; the biggest problem areas we found were travel and single use plastics.

Since I have returned to WBS I introduced my Earth Month idea to the Head of the School. He is keen to adopt my competition and plans to introduce a similar initiative in 2024.
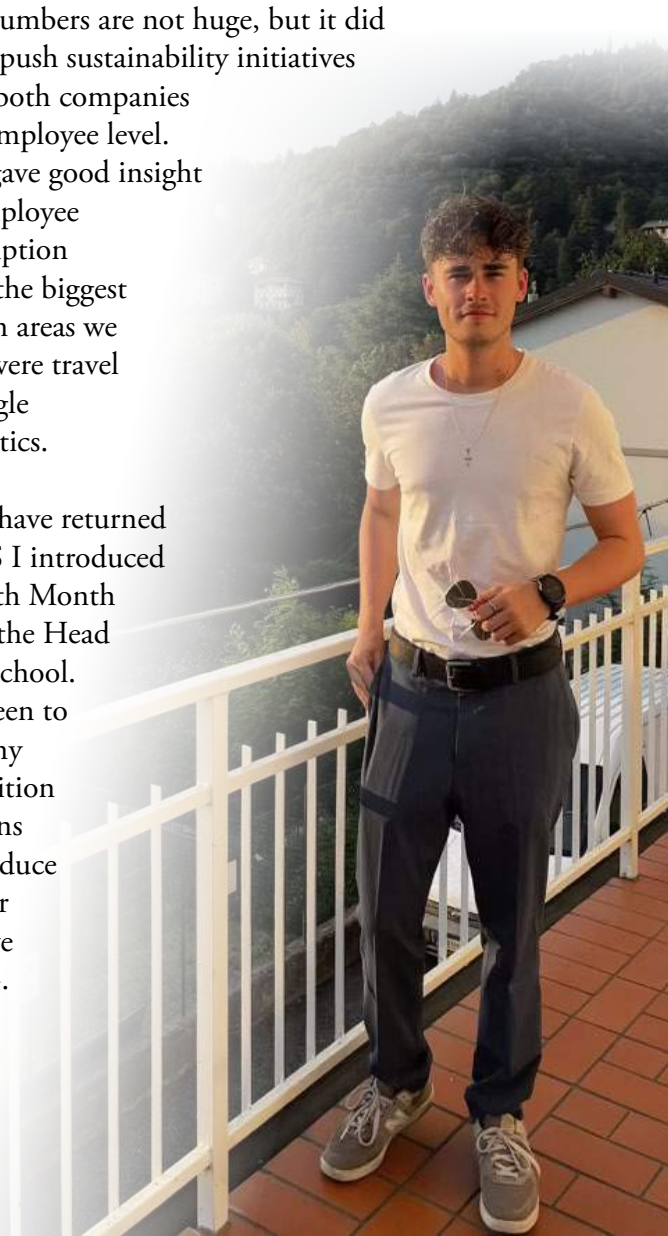
EXAMPLE OF PRACTICE 10: INTERNATIONAL WOMEN'S DAY EVENT – DR HELEN WATTS, HEAD OF MARKETING AND ENTERPRISE DEPARTMENT AND LAURA MOWBRAY, COURSE ADMINISTRATOR

Last year, WBS hosted its first International Women's Day event, in celebration of student and graduate success stories. The event, which was in partnership with the Women's Institute, attracted 65 guests and was positively reviewed with high satisfaction and high intention to return to an event next year. There were 8 speakers, who each delivered a 10-minute talk about their journey to success, and how relationships with others had played a part in this. The presenters were a mix of undergraduate/postgraduate/doctoral students spanning different areas of specialism across business and computing. The evening also featured a talk about SDGs and PRME values from the WBS PRME lead. The event will be repeated next year, and hopefully every year after.

FUTURE DIRECTIONS

In compiling this report, we have recognized that we have made good progress to achieving the long-term goals we declared in our inaugural report in December 2021, and now commit to further progressing these goals for the next reporting period:

1. Implement a WBS responsibility, sustainability and ethics strategy that aligns with the University's strategic direction and priorities whilst driving the strategic activities of WBS.

2. Coordinate WBS activities to enhance our impacts via learning and teaching, research, partnership, and communications, as well as WBS operations, through a cohesive and combined approach.

3. Identify the SDGs that are most relevant to WBS and frame our capacities and vision as an ethical and sustainable business school that delivers responsible management education around them.

4. Raise awareness of the SDGs and opportunities to contribute to their achievement across the staff, student and external partners and learning communities.

To achieve these long-term goals and the commitments made throughout this report, WBS will adopt a co-creative, practical approach in our work in the following areas in the next reporting period, and:

1. Further develop the capabilities of our students as future generators of sustainable value by:

- Developing explicit links from module topics to the SDGs and highlighting these in teaching materials and in classroom and independent study module activities

- Develop tools to help students link their research within independent study projects to the SDGs

2. Enhance impact from staff and student engagement within extracurricular sustainability initiatives, including:

- Increasing the number of staff and students participating in Green Impact Projects to co-create and co-enhance educational frameworks, materials, and campus activities

- Increasing communication of our impact from these projects and other WBS initiatives, to share our knowledge and promote recognition of WBS as an ethical and sustainable business school

3. Develop the WBS degree offering to include specialist undergraduate and postgraduate awards

4. Develop the Student-led Consultancy Programme further to engage more students, SMEs, and charities in environmental improvement, including:

- Sharing our knowledge of improvement opportunities and challenges gained from these consultancy projects

- Designing a low-cost consultancy offering for charities

5. Report our progress against our long-term goals and objectives for the next reporting period internally to our WBS learning communities, wider business school partners and other interested groups

We will report our progress on our continuing goals and shorter-term objectives in our third SIP Report in December 2025.

CONCLUSIONS

Our second SIP Report presented here demonstrates that whilst we have made some good progress in this reporting period, this has not been consistent across six PRME Principles. Our core functions of responsible management education and research have continued to develop sustainable value for business and society, and we are proud to present our achievements here. However, whilst we recognize that our interaction with businesses to understand their sustainability challenges and facilitation of debate on critical issues related to global responsibility and sustainability have proved successful, we accept that they may have been less impactful. Throughout our report opportunities to develop our impact have been highlighted and we commit to speeding up our progress in all six PRME Principles in the next reporting period to become the responsible, ethical, and sustainable business school we aspire to be.

APPENDIX 1: WBS RESEARCH OUTPUTS 2022-23

	WBS Research Theme	SDGs
Abd El Basset, F., Bell, R. and Al Kharusi, B. (2022) *Reducing Barriers to Female Entrepreneurship in Oman: Does Family Matter?* Journal of Enterprising Communities: People and Places in the Global Economy. ISSN 1750-6204	1	SDG5 SDG10
Bell, R. (2022) *Developing entrepreneurial behaviours in the Chinese classroom through value creation pedagogy.* Innovations in Education and Teaching International, 59 (1). pp. 37-48. ISSN 1470-3297	3	SDG4
Bell, Robin (2022) *Innovating to survive in competitive markets: business model innovation of Chinese digital businesses.* International Journal of Innovation Science. ISSN 1757-2223	1	SDG9
Bell, R. (2022) *Supporting Students and Society: Underpinning entrepreneurship education with a humanistic philosophy.* In: Theorising Undergraduate Entrepreneurship Education: Reflections on the Development of the Entrepreneurial Mindset. Palgrave Macmillan, London, pp. 157-172. ISBN eBook: 978-3-030-87865-8; Hardcover: 978-3-030-87864-1	3	SDG4
Bozward, D., RogersDraycott, M., Angba, C., Zhang, C., Ma, H., An, F., Topolansky, F., Sabia, L., Bell, Robin and Beaumont, E. (2022) *How can entrepreneurial interventions in a university context impact the entrepreneurial intention of their students?* Entrepreneurship Education, 6. pp. 1-23. ISSN Electronic: 2520-8152 Print: 2520-8144	3	SDG9
Cui, J. and Bell, R. (2022) *Behavioural entrepreneurial mindset: How entrepreneurial education activity impacts entrepreneurial intention and behaviour.* The International Journal of Management Education, 20 (2). p. 100639. ISSN 1472-8117	3	SDG4
Dakung, R. J., Bell, R., Orobia, L. A. and Yatu, L. (2022) *Entrepreneurship education and the moderating role of inclusion in the entrepreneurial action of disabled students.* The International Journal of Management Education, 20 (3). p. 100715. ISSN 1472-8117	3	SDG4 SDG10
Emami, M., Rezaei, Sajad, Valaei, N. and Gardener, J (2022) *Creativity mindset as the organizational capability: the role of creativity-relevant processes, domain-relevant skills and intrinsic task motivation.* Asia-Pacific Journal of Business Administration. ISSN 1757-4323	1	SDG8
Emblen-Perry, K. (2022) *Auditing a case study: Enhancing case-based learning in education for sustainability.* Journal of Cleaner Production, 381 (Part 1). p. 134944. ISSN 0959-6526; Online: 1879-1786	3	SDG4
Emblen-Perry, K. (2022) *Guest Speakers: A Win-Win Outcome for Business Management Education?* The International Journal of Professional Management, 17 (3). ISSN 2042-2341	3	SDG4
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