

# Principles for Responsible Management Education (PRME)

Sharing Information on Progress (SIP) Report 2021



SOCIAL ENTERPRISE GOLD MARK  
ACCREDITED FOR BUSINESS EXCELLENCE

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## OUR COMMITMENT TO PRME

### A message from the Head of College

Westminster Business School (WBS) is proud to be a signatory of the Principles for Responsible Management Education (PRME) and a member of the international PRME community. One of the largest and most experienced providers of business and management education in London, our community of 6,000 students and 220 educators and researchers brings together one of the most diverse cultural and international populations of any Business School in the UK.

People are at the heart of everything we do. We welcome the contribution that staff, students and partners from different backgrounds, cultures and experiences bring, enriching the broader student experience for the benefit of all. We prepare our students to develop successful careers, meeting challenges and opportunities in their professional lives with the flexibility and durability, all the while contributing to a richer, happier society.

To achieve this, we recognise they need to acquire not only business knowledge but also the values and attributes required to inspire others and transform futures – their own, their organisations and wider society. As such, PRME principles and the UN Sustainable Development Goals (SDGs) are important components of the University's Education for Sustainable Development (ESD) strategy, which our School strategy in turn supports.

I am pleased to reconfirm our commitment to uphold the PRME Principles and our engagement in a continuous process of improvement in their application. In this, our third Sharing Information on Progress (SiP) report, I am delighted to share our recent progress, which includes the University's attainment of the Social Enterprise Gold Mark, led by Business School colleagues. This acknowledges us as an exemplar of a social enterprise: an organisation that puts social purpose, positive environmental impact and good governance ahead of financial return.

We support social impact through our cutting-edge research, innovation support and providing a relevant, responsive course portfolio, not to mention through the provision of staff and student volunteering and consultancy to NGOs, community organisations, charities and social enterprises and more. However, there is still further work to do, so our future targets are designed to guide our next steps on this continuous journey of improvement.



**Professor Malcolm Kirkup**  
Pro Vice Chancellor, People and Culture  
Head of College, Westminster Business School



## ABOUT THE UNIVERSITY OF WESTMINSTER

Established in 1838 to educate the working people of London, the University of Westminster became the city's first polytechnic with a mission to provide grounded, holistic education with wide horizons and opportunities. This is so that people from every background can realise their true potential, contributing to a richer, happier society.

Led by Vice-Chancellor and President Dr Peter Bonfield since 2018, the University was restructured into three Colleges, one of which is Westminster Business School (WBS). Our extensive range of industry partners includes large corporates, SMEs and charities, which offer placements and work experience to our students.

Westminster has always strived to create course offerings that respond imaginatively to the varied needs and aspirations of our different audiences. As a diverse and dynamic international education institution, with more than 18,250 students from 169 different nations, situated at the heart of London, we are ever mindful of the impact we have on our environment and local, national and international communities. We have a firm and historic commitment to equality and diversity, building an environment that is welcoming and inclusive for all our students and colleagues.

Our aim is to be a sustainable and socially responsible higher education institution (HEI) and we recognise that our activities have the potential to impact the local, national, and global environment both positively and negatively. As such, we are committed to managing and reducing our environmental impacts, by developing our operations in a sustainable manner, adopting best practice and putting sustainable thinking at the forefront of our decision-making process. The Sustainable Development Goal (SDG) framework was adopted in 2018 to help shape everything that we do in our teaching, research and operations.

Using the SDGs to guide our decision making, we believe that we have made great strides towards reducing the environmental impact of campus operations, not least in our attempts to empower students to become stewards of the SDGs; global citizens who champion sustainability in their future roles. SDGs have been incorporated into the University's Cross Cutting Priorities to better support the development of operational plans to address them.

Continuing our contribution to the SDGs, we will focus on empowering staff and students to get involved, helping us to achieve our objectives by embedding sustainability and social responsibility across University activities and in all the work we do. We have pledged to provide sustainability education to every single student.

## PRME | SPOTLIGHT



*Dr Orna Rosenfeld, Urban Regeneration and Development PhD (2012), School of Applied Management*

### Preparing our graduates to lead positive change

**Dr Orna Rosenfeld Urban Regeneration and Development PhD (2012)** has been awarded the global *2021 Social Impact Award* for her work on affordable housing development across the world. She won the European award earlier in the year. The *Study UK Alumni Awards* were developed by the British Council in 2014 to celebrate UK HE and the achievements of UK alumni all over the world. Dr Rosenfeld is a global advisor on housing, research scientist and author. She has provided research and consultation to governments, cities and an extensive number of international organisations, including the European Commission, European Investment Bank, World Bank, Council of Europe Development Bank and the United Nations Economic Commission for Europe, contributing to the provision of affordable housing in 56 countries in Europe, North America and Central Asia.

## UN SUSTAINABLE DEVELOPMENT GOALS (SDGs)



The University of Westminster is committed to supporting the United Nations’ (UN) 17 Sustainable Development Goals (SDGs) which – encapsulated by the ‘five Ps’ of people, planet, prosperity, peace and partnership – summarise the most pressing issues of our time.

Despite challenges from a year of working and studying remotely, we have continued to add value to society locally, nationally and internationally, engaging with our internal and external communities through research, learning and teaching. Not only have we developed new programmes, such as the Sustainability Management and Innovation MSc, in response to global environmental, social, and economic challenges, but we have also continued to increase institutional accountability by establishing internal structures to monitor activities and progress towards SDGs. This places us in a strong position moving forward to build on our achievements to date.

### Measuring progress against SDGs

#### SDG Steering Group

Launched in June 2021, the institution-wide SDG Steering Group is focused on linking research, teaching, operations and communications to the SDGs. It is supported by a wider network of colleagues and students progressing the SDGs through various sub-groups across the University. Rachel Lander, Director of Teaching, Learning and Quality in the School of Management and Marketing (SMM), sits on the Steering Group as the Business School’s representative.

The Steering Group meets four times per year and must report at least twice each year to the University Executive Board (UEB), the University’s senior management committee, to ensure that inclusion, sustainability and social responsibility activities are united into one cohesive programme and reporting mechanism. Chaired by the Vice-Chancellor, UEB’s membership includes the Deputy Vice-Chancellors, Pro Vice-Chancellors and Heads of Colleges, and the University Secretary and Chief Operating Officer.

#### Times Higher Education (THE) Impact Ranking Results 2021

Our impact has been externally measured and recognised through submission for a second year running to the *Times Higher Education (THE) Impact Ranking*. Launched in 2018, these are the only global performance tables to assess universities against the UN’s 17 SDGs using carefully calibrated indicators to provide comprehensive and balanced comparison across four broad areas: research, stewardship, outreach and teaching.



For the past two years, the University has submitted in seven SDG categories (*indicated in the graphic above*), which serve to both highlight our achievements and enable us to learn from other higher education institutions (HEIs) around the world to better understand how we can improve our performance. Our overall score has increased from 75.8 to 80.8 in that timeframe. In 2021, Westminster successfully held its place in the top 200 universities in the world for delivering these goals, even as the number of universities assessed increased by 45%, up from 768 institutions to 1,115. We are recognised as:

- one of the **top 20** universities globally for supporting gender equality (SDG 5)
- one of the **top 25** globally for supporting reduced inequalities (SDG 10)
- one of the **top 50** for changes to our consumption and production patterns (SDG 12).

## Future plans and priorities

Moving forward, the University is developing an Education for Sustainable Development (ESD) strategy in partnership with the University Centre for Education and Teaching Innovation (CETI). Workshops and resources around the SDGs and sustainability pedagogy for teaching and research are being developed to provide necessary training for our colleagues to pass on the knowledge to our students. CETI has launched a pilot **Green Fund** scheme to provide grants of up to £5,000 to students to carry out a project that addresses environmental and/or social sustainability issues. We have also worked in collaboration with the Quintin Hogg Trust (QHT) to include a section on SDG impact in the annual report for projects funded by the QHT, to monitor, measure and report on the positive impact being made by our researchers.

### Equality, Diversity and Inclusion (EDI)

We have continued efforts to embed Equality, Diversity and Inclusion (EDI) across the University, establishing an EDI Committee, supported by our strong and independent colleague networks.

2021 sees the launch of the **Equality, Diversity and Inclusion Strategy**, laying the foundations for long-term critical work. The Strategy will be implemented via an annual **EDI Action Plan** and specific workstreams, each with their own action plans, timelines, teams and targets. It will be reviewed in the second year of implementation.

Following the publication in 2020 of 15 commitments to ensure that we operate as an actively anti-racist and inclusive institution, a Working Group of the EDI Committee, which includes the BME Network co-chairs, is in place to gather regular updates on, and monitor progress against these commitments. In June 2021, we published the first annual update to recognise progress and acknowledge that impact may vary in terms of the on-the-ground experience of colleagues and students. To further enhance our work, for two years QHT is funding an EDI-driven events and capacity building programme. In order for the programme to run effectively and successfully, a Programme Board has been formed, which includes the Head of the Business School.

## PRME | SPOTLIGHT

### Carbon foot printing

Sustainability is one of the most pressing concerns of the 21st century. Companies must consider their impact on people and the planet to achieve the 2030 SDGs and support initiatives such as The Kyoto Protocol and Paris Climate Agreement. Our Sustainability Management and Innovation MSc was developed in 2020 with participation from The Carbon Trust, which assists businesses, governments and organisations around the world to reduce their CO2 emissions to zero. The Trust also runs the *Sustainability Analytics and Reporting* module on carbon foot printing of products and processes, giving our students access to cutting-edge policy, research and data. They learn about the methods and frameworks available to measure and report on an organisation's carbon emissions, usage of natural resources and energy, gaining an appreciation of the strategic importance, place and role of sustainability reporting.



## Our priorities and the SDGs

Diversity, inclusion and equality of opportunity sit at the core of how we engage with students, colleagues, applicants, visitors and all stakeholders. *Being Westminster* outlines our commitment to show “compassion to each other, and look out for our individual and collective wellbeing, being actively inclusive, sensitive to difference, building a united community. We take responsibility for doing the right thing, even when that feels difficult”. We adopted the SDGs’ framework to support this core social mission and to record, measure and improve our contribution to a wide range of social, environmental and economic outcomes and benefits. We have now prioritised several of these, according to where we feel able to make the most significant differences.

	<p>• <b>Health and wellbeing</b></p> <p>We support our students and colleagues to function well in the world; experience positive relationships and have a sense of purpose while at the University. Through a range of advice, guidance and support services we help our community look after their physical, mental and emotional health and wellbeing.</p>
	<p>• <b>Curriculum and research</b></p> <p>We ensure that the SDGs and sustainability are considered as part of our curriculum and through our research communities. Links to the SDGs are being identified as we start developing opportunities for further embedding these in the curriculum and research at Westminster to develop our ESD strategies.</p>
	<p>• <b>Equality, diversity and inclusion</b></p> <p>EDI is at the core of how we engage with students, colleagues, applicants, visitors and all our stakeholders. We are fully committed to enabling a supportive and safe learning and working environment which is equitable, diverse and inclusive, and based on mutual respect and trust.</p>
	<p>• <b>Sustainable campus and environmental management</b></p> <p>We ensure sustainability is considered across all our University sites by embedding environmental management into our decision-making processes. We cultivate a built environment which prioritises sustainable development, design and operation to improve environmental performance across our estate.</p>
	<p>• <b>Environmental sustainability</b></p> <p>We have been making great strides towards reducing the environmental impact of campus operations and activities. From incorporating sustainability into procurement, to supporting staff and student-led projects, sustainable practices and policies are framing the decisions made across the University.</p>
	<p>• <b>Partnerships and people</b></p> <p>We empower and engage our students, colleagues and local community to become active citizens for sustainability – developing and promoting environmental initiatives and events to help the University achieve our sustainability objectives. We ensure that effective partnerships are in place with our suppliers to reflect our values in the products and services we procure.</p>

**PRME | SPOTLIGHT**

### Advising Parliament on environmental housing standards



Professor Linda Clarke, co-Director of the Centre for the Study of the Built Environment (ProBE) in WBS contributed to a UK Parliament POSTnote briefing, which summarised the factors affecting environmental performance of buildings and how their existing governance framework could achieve wider social benefits. ProBE is a multi-faculty research centre, which brings together expertise from WBS and the School of Architecture and the Built Environment. A key research focus is the effect of climate change and low energy production on training and work in the built environment. In 2019, ProBE provided recommendations to European Union member states on how to formulate and implement strategies to transition to low energy construction (LEC). Its *Green Transitions in the Built Environment: Europe report* presented findings from an investigation into the role of trade unions in Denmark, Germany, Italy and Scotland/UK.

## ABOUT WBS

Westminster Business School (WBS) is known for practical and applied teaching, rooted in the University's 180-year history as one of the first Polytechnics. Our mission is to build a Business School that is distinctive, globally-connected, research-engaged and financially strong; a provider of choice for applied and professionally-accredited management education that meets the needs and expectations of employers and the professions.

Based in the heart of London's political, media and financial services, we bring professional practice to the classroom through industry speakers, field trips, real-life case studies, problem- and work-based learning. Our goal is to transform the prospects of our 4,756 undergraduate and 1,272 postgraduate students, equipping them with the knowledge, skills and mindset to succeed in management and, through research and knowledge exchange, to positively influence and shape policy and management practice.

From short courses and apprenticeships to doctorates, the School's course portfolio covers a wide range of disciplines. This includes broad-based degrees in management, digital business and international business, alongside more specialised programmes in marketing, accounting, finance, HRM, economics, sustainable management, entrepreneurship, construction, property management, development, logistics and supply chain management. Our executive courses in project management, ACCA preparation, property surveying, and management and leadership development are held in high regard.

### Our Schools

WBS is structured into four academic Schools, each led by a Head, who sits on the College Executive Group (CEG), our highest governing body.

#### School of Applied Management (SAM)

We draw on subject expertise from: information management, operations management, digital business, project management, property management, development and investment and construction. These subjects share a common goal to improve the performance of global enterprises and the built environment using advanced techniques and technologies, particularly digital. Our graduates gain skills to create value by reducing risk, managing cost, delivering return on investment, and ensuring projects and assets are delivered safely and sustainably.

Teaching is informed by an extensive research portfolio, which includes: the production of 'digital twins' in construction; the application of information and communication technology, particularly emerging digital technologies, in organisational settings; the management of complex programmes and international projects; and new thinking in real estate appraisal, together with energy use in buildings and design technology for low carbon building.

## PRME | SPOTLIGHT

### Meeting needs of professions

Many of our courses enjoy recognition, endorsement and accreditation from a wide range of national and international professional bodies, including:

- Association for Project Management (APM)
- Association of Chartered Certified Accountants (ACCA)
- Chartered Association of Building Engineers (CABE)
- Chartered Financial Analysts (CFA)
- Chartered Institute for Securities and Investment (CISI)
- Chartered Institute of Building (CIOB)
- Chartered Institute of Management Accountants (CIMA)
- Chartered Institute of Marketing (CIM)
- Chartered Institute of Personnel and Development (CIPD)
- Chartered Institute of Purchasing and Supply (CIPS)
- Chartered Management Institute (CMI)
- Digital Marketing Institute (DMI)
- Global Best Practice Solutions (AXELOS)
- Institute of Data and Marketing (IDM)
- Project Management Institute (PMI)
- Royal Institute of Chartered Surveyors (RICS)

### Key ranking achievements

- One of the top five institutions in London for Accounting and Finance (*Complete University Guide 2021*)
- 2nd in London and 14th in the UK for Building (*The Times Good University Guide 2021*)
- 2nd in London and 22nd in UK for Town and Country Planning (*Complete University Guide 2021*)
- Ranked top 20 in the world for the percentage of international students (*THE World University Rankings 2021*)

## Key research groups

- **Centre for Employment Research (CER)** contributes to public policy in skills, labour markets, employment relations and equality and diversity.
- **Centre for the Study of the Production of the Built Environment (ProBE)** explores labour issues affecting the construction industry, including vocational education and training, low energy construction and climate change.
- **Centre for Digital Business Research** examines the methods and technologies underpinning the digital transformation of modern 21st century enterprises.

Longstanding relationships with the professions, employers, government, and public bodies allow us to prepare our graduates and apprentices for the workplace. Authentic assessments, for example, include working on 'live' industry-hosted case study projects. As a result, 92% of our students find employment or further study six months after graduating (2018/19), 80% in highly skilled employment. Most of our courses carry professional body accreditation, including APM, PMI, RICS, CABE and CIOB, while our vibrant apprenticeship provision, in surveying, project management and building control, further strengthens our links with employers.

## School of Finance and Accounting (SFA)

Preparing our diverse body of students to excel in professional careers in financial management and the global financial and corporate services sector, SFA has an exceptional record in teaching finance, accounting and financial analytics subjects. Our education practices are grounded in theory, embedding the latest technological and financial market resources to develop future employability skills. For example, using the latest Bloomberg system in the Financial Markets Suite or by exploring new Fintech-related sustainable technologies and other emerging areas of the sector.

The School enjoys close working relationships with the Confederation of British Industry (CBI) and professional bodies, such as ACCA, CIMA, CISI and the CFA Institute. We are an ACCA Gold Approved Learning Partner and a CISI Centre of Excellence in Financial Markets. Active in applied research, our staff contribute to improving practice in the accounting and finance professions, as well as informing public policy and lending their expertise to companies and financial institutions through consultancy and other advisory services.

## School of Management and Marketing (SMM)

Focused on launching professional management and marketing careers, SDGs are embedded into learning and teaching whenever we refresh curricula – currently our specialist undergraduate degrees in international marketing, marketing communications, and marketing management. Through case studies, first-year Business Management BA students, for example, discover how environmental, social and governance issues affect companies like Divine Chocolate.

We collaborate with professional bodies including the IDM and CIM, preparing students and external managers in the practice and skills required for digital marketing. Our priority over the next two years is to embed authentic learning, teaching and assessment; all modules now include authentic assessment via a 'Hackathon' in Summer 2021.

We have a strong focus on improving student employability, addressing SDGs 3, 5 8 and 10. This also encompasses EDI, where we are leading the way in addressing differential graduate outcomes gaps by running short courses, disseminating research, running pilot projects and through conference and blogging activities with Black Careers Matters.

## PRME | SPOTLIGHT

### Westminster Working Cultures

Launched in 2017, *Westminster Working Cultures* is a University-wide initiative to enhance undergraduate employability with the support of our global network of alumni and partners. Skills development programmes, one-off events and short-term mobility opportunities across the globe help students to build confidence, gain perspective, learn about different professional environments and attend a range of networking events.



**BA Business Management (Finance) student Karolina Lubian** travelled to Mumbai in 2019.

Though shocked by living conditions in India, the division between poor and rich and lack of a middle class put her own life into perspective. She grew her professional and personal network and continues to elaborate on her experience in interviews and conversations.

*“One of the alumni was in the process of starting his own business in a field I want to get into. I had some incredible conversations with him about the job market, his start-up and progression of India in the technological era.”*

Our staff work with many commercial companies and marketing agencies, which provide guest speakers, case studies, internships and applied assignments to help develop students' technical skills and critical thinking. We also host the Research Group in Inclusive and Sustainable Business in addition to conducting research centred on management, strategy and marketing.

### School of Organisations, Economy and Society (SOES)

The School's mission is to educate, inspire and empower its students to be enterprising, socially aware and resilient professionals in business, community organisations or in the public sector. SOES draws on expertise in human resource management (HRM), organisations, leadership, economics, international development, international business, sustainability and social and commercial enterprise development. Our research interests lie in economics, development policy, reward management, employee relations, change management, entrepreneurship and sustainability. We host two research centres, CER and ProBE.

SDGs pervade our teaching and research activities through undergraduate specialisms in Social Enterprise and International Business, and Masters' covering areas such as Sustainability Management, Social Enterprise and International Development Management. We take our commitment to EDI extremely seriously and have reviewed the curriculum, teaching materials and delivery to ensure what is provided to students is authentic and inclusive. Our graduates enter the world of work with the knowledge and skills to identify and implement creative, innovative, enterprising and sustainable solutions to the challenges facing business, society and the international economy.

### Teaching and learning

A key strategic aim of the University is to provide authentic learning, teaching and assessment, supported through the work of its Centre for Education and Teaching Innovation (CETI). In WBS, we direct learning in ways that are *"practical, active, inquiry/problem focused and socially-engaged"*, reflecting the institutional mission to deliver quality education regardless of social background. Our portfolio is directed towards emerging labour markets, with a clear intent to deliver *"decent work and economic growth"*. This is evident in new courses, such as the MSc Sustainability Management and Innovation. SDGs were used as a guiding framework for a curriculum review of our suite of Business Management courses. Students now consider problems and engage in tasks that promote solutions, for example, for: **sustainable industry and infrastructure**, in supply chains; **responsible consumption and production**, in marketing and in strategic management; and **gender equality at work**, tackling human resources problems.

Considerable work is underway to reduce inequalities within learning and assessment; our courses and assessments are reviewed annually for potential to deliver equality of outcome. WBS lecturer Fatima Maatwk is currently contributing to the *Pedagogies for Social Justice* project, a student-staff collaboration committed to dismantling contemporary forms of coloniality and racism in curricula, relationships and research.

#### PRME | SPOTLIGHT



#### Developing best practice in inclusive assessment

In 2021, WBS invited Daniela de Silva (*pictured*), Specific Learning Disabilities Adviser and CETI Professional Academic Fellow, to work with staff as part of our commitment to embed authentic and inclusive teaching and learning across the curriculum. Over 70 staff and students attended four sessions in the School of Applied Management (SAM) and School of Organisations, Economy and Society (SOES). Having more inclusive teaching and assessment can have a positive impact on student progression, particularly benefiting students who may otherwise struggle, for example, due to disability, those for whom English is a second language, or mature students with family or travel commitments. In SAM, for example, instead of the usual essays and reports, students are assessed through digital storytelling, whereby they are given a topic or analysis to present through a series of blogs, e-portfolio or other manner of their choosing. While in SOES, changing a previous in-class test to an e-journal has resulted in higher than usual test results and gained positive feedback from students and external examiners.

## Research

The College has built a diverse and collegial research culture spanning a wide range of business research activities, reflecting our varied disciplines. We aim to inform and engage academic debate, shape social and political narrative, positively change practice in business, industry and society, and influence policy makers in London, the UK and globally. Past research has, for example: created diversity league tables in the legal profession (SDGs 5, 10); changed UK government unconscious bias training (SDGs 10, 16); averted a 25% cut to the Adult Skills Budget (SDG 4); articulated the changing image of women in construction (SDG 5); and provided training and advice for unions and workplaces to respond to climate change (SDGs 8, 11, 13).

The Research Excellence Framework (REF) 2014 confirmed that over a third (34%) of our research in Business and Management Studies was internationally excellent and world-leading. Our 2021 submission further demonstrates the impact of our research in advancing theoretical and applied knowledge frontiers.

In 2012, the University established an institution-wide Graduate School to enhance student experience and progress. Its Doctoral Researcher Development Programme (DRDP) offers customised workshops, individual sessions and activities based on the national Vitae Researcher Development Framework.

We have strong and fair mechanisms around EDI and continuously monitor the physical, emotional and intellectual wellbeing of our researchers. Combining elements of coaching and action learning, circle mentoring, for example, involves two senior Professors mentoring eight members of staff via four themed workshops during the academic year. All researchers have annual appraisals, including separate research appraisals. Early Career Researchers (ECRs) and those switching careers from industry are given an automatic researcher development allowance of 10% for two years, and we pay particular attention to ensuring resources and development opportunities are fairly distributed and appropriately communicated.

### Supporting doctoral research

We host c.60 doctoral researchers at any given time, all of whom are supervised by at least two doctoral supervisors and a dedicated PhD team. Staff publish a wide range of scientific outputs. Recent high profile research projects include:

- **Linda Clarke**, *[Adapting Canadian Work and Workplaces to Respond to Climate Change: Canada in International Perspective](#)*, Canadian Social Sciences and Humanities Research Council Partnership Grant
- **Maria Georgiadou**, *[Community-led Upgrading for Self-reliance in South Africa: Integrated Construction and Environmental Management Systems in Informal Settlements](#)*, Economic and Social Research Council
- **Franz Buscha**, *[An Investigation of Social Mobility Using the ONS Longitudinal Study: sub-national variation and effects of selective education](#)*, Economic and Social Research Council
- **Richard Dorsett**, *[Youth custody: educational influences and labour market consequences](#)*, Nuffield Foundation
- **Peter Urwin**, *[Managerial competences, engagement and productivity - developing positive relationships](#)*, Economic and Social Research Council

## PRME | SPOTLIGHT



### Informing Government policy to give people a second chance at education

Since 2010, the Centre for Employment Research (CER) has led a series of innovative econometric studies of large government administrative datasets that identify positive evidence on the value of Further Education (FE). CER discovered that previous survey-based evidence had undervalued learning, which reversed a widely held misconception among policy makers that 16 to 19-year-olds got little or no benefit from the post-16 education. Successfully changing attitudes to FE learning and improving their understanding of its role in social mobility, the Centre's evidence informed a decision to suspend an anticipated 25% cut to the Adult Skills Budget in 2015. It has since continued to ensure that disadvantaged young people and the unemployed maintain access to valuable vocational FE learning at Level 2. Research found that a large group of young people take up FE learning as a second chance, attempting to rectify their poor performance in state schools. Without it, those leaving school with either no qualifications, or close to no qualifications, have little chance of securing a productive job.

**PRME | SPOTLIGHT**

**Helping homeless women**

In March 2021, WBS set out to help homeless women develop financial and accounting skills to successfully set up in business. A team of 20 second-year students from BSc (Hons) Accounting and BA (Hons) Business Management (Accounting) volunteered to provide training in accounting and bookkeeping to 10 residents at the Marylebone Project. The charity, just a short walk away from our Marylebone Road campus, provides long- and short-term accommodation to homeless women, as well as support, including education, employment and training opportunities to women who visit its drop-in. Residents are often affected by substance misuse, unemployment, domestic violence and mental health issues; they are from diverse backgrounds particularly black, Asian, and minority ethnic (BAME) and represent some of the most vulnerable citizens in our society.

**Aribah Sheikh, Accounting BSc**, said:  
*"I learnt dynamic tools and techniques vital for QuickBooks and Excel. I feel more confident in using the two software packages, which will be beneficial for my career as an accountant.*

*I hope to transfer this same knowledge to the women entrepreneurs at the Marylebone Project."*



To further connect students to cutting-edge research, we plan to launch £500,000 of QHT-funded research placements and internships. Students will co-produce and disseminate current and new research projects, raising awareness of our research mission and role of students as agents of knowledge change.

**Knowledge exchange**

We actively engage our students in the co-creation of new knowledge exchange. They work with academics to design and create activities to train, upskill or advise members of local community organisations in the UK and abroad. Current projects like the training of homeless women in financial skills (*see PRME Spotlight right*) are focused on supporting disadvantaged groups in our local community. Students can practise, demonstrate and promote the values of compassion and responsibility that are central to our graduate attributes. This not only gives them a better understanding of community needs, but they also learn to design solutions to meet those needs and witness the effect of positive change in other people's lives. They graduate with the desire to continue to be an agent of change. The experience also enhances the students' knowledge and skills, providing strong examples to demonstrate their capabilities and compelling stories to enrich their CVs and narrative for prospective employers.

The University's **Social Enterprise Hub** at 29 Marylebone Road will bring greater focus to and act as a catalyst for teaching, research and knowledge exchange engagement with social organisations in London and beyond. With meeting rooms and event/exhibition space, '29MR' will offer bespoke short courses, digital re-skilling, enterprise development training and business support services. It will feature a dedicated project space for entrepreneurial thinking, live problem-solving, digital hacks and collaborative research. Local communities, businesses, government and charity will be able to work with academic researchers, multidisciplinary student teams and student start-ups to tackle social and business issues.

**PRME | SPOTLIGHT**

**Supporting young Rwandan entrepreneurs**

**Shibuka**, a not-for-profit local NGO focused on the sustainable development of young entrepreneurs in Rwanda, was co-founded in 2017 as part of a WBS student social enterprise project with the support of the Quintin Hogg Trust (QHT) and Higher Education Innovation Fund (HEIF) funding. It is an interdisciplinary global team of networkers, developers, influencers, researchers, investors, academics and policy makers, collaborating to find innovative ways to develop young entrepreneurs who can develop more sustainable futures in today's less-certain world. During the first Rwanda lockdown in 2020, young entrepreneurs were worried for their livelihoods and those they employed. Shibuka's Deborah Rose, a Visiting Lecturer in Marketing and Entrepreneurship, and Darrell Kofkin, Senior Lecturer in Social Enterprise and Entrepreneurship, organised an online business clinic, Kwa Mugang, via Zoom.



## ACHIEVING SOCIAL ENTERPRISE EXCELLENCE

### Social enterprise accreditation

#### First London university awarded Social Enterprise Gold Mark

In September 2020, the University of Westminster reaffirmed its status as a pioneering and socially responsible leader, becoming the first London university to be awarded the **Social Enterprise Gold Mark**.

One of only a handful of universities in the UK to receive it, this prestigious accolade recognises us as a best practice social enterprise in key business areas central to social enterprise excellence:

- Business ethics
- Financial transparency
- Governance
- Social impact
- Stakeholder engagement

The accreditation process highlighted the University's organisational commitment to health and wellbeing, equality and inclusion, and our work towards and in support of the UN SDGs. Evidence included the work of the Creative Enterprise Centre, supporting all Westminster students and recent graduates to develop transferrable and industry-relevant enterprise and entrepreneurial skills.

The University's journey towards accreditation was initiated by WBS back in 2019, when Head of College Professor Kirkup and colleagues met with the CEO of Social Enterprise Mark CIC, the international social enterprise accreditation authority. On their return, they resolved to become the first higher education institution (HEI) in London to receive Gold Mark accreditation. The central Corporate Social Responsibility (CSR) team then began the process of gathering of evidence from across the University which, following a rigorous self-assessment and external review, culminated in the successful application.

Dr Vincent Rich, Head of SOES, explained that WBS intends to continue to support the social enterprise activities and requirements of communities and organisations, through partnership, public engagement and education, including his School's Social Enterprise MSc. *"As a University we aim to make a difference in the world by harnessing our resources, expertise and partnerships to affect sustainable social change with local, national and global impact. We are a progressive, responsible and sustainable organisation, and this ethos and practice is increasingly embedded in our values, activities and governance practices. We are an exemplar of a social enterprise: an organisation that puts social purpose, positive environmental impact and good governance ahead of financial return."*

#### First UK course endorsed by Social Enterprise Mark CIC

WBS are also working to launch an innovative new master's for individuals who want to make a positive impact in the world. Targeted at a new generation of social enterprise experts, the planned Social Enterprise MSc is expected to attract full and part-time students from diverse backgrounds here in the UK and abroad, who share a common interest in working within the social and solidarity economy, and who are committed to managing and delivering sustainable social change.

#### Social enterprise excellence

The external CIC assessment report noted:

*"Being Westminster 2018-23 sets out your main strategy, placing the wider social mission of the University at the heart of your purpose from the outset, expressing a commitment to show compassion to each other and look out for individual and collective wellbeing, being actively inclusive, sensitive to difference, building a united Westminster community. The evidence collected throughout the assessment demonstrates that this is a commitment shared by your people at all levels of responsibility, and one that your students and other stakeholders believe you deliver. Widening participation historically defines the University's reason for being and this continues to be the case. But this is articulated in ways that are not simply about facilitating access to education amongst hard to reach groups, such as those who feel higher education is irrelevant, inaccessible, or innately prejudicial to their interests. It concerns the educational experience itself, how you endeavour to shape citizens with the same mission and values, which will influence future interactions with the people and communities they go on to intersect with."*

The course has been designed by a wide range of key stakeholders within the social enterprise sector, who will continue to be involved in shaping content and delivery. It aims to provide a platform for students to explore the environment within which social enterprises operate, the strategic alliances they can build, and the ways in which leadership and management competencies can be channelled to maximise social impact.

Students will learn both theory and practice, from each other and real case studies how 'impact versus income' can be converted into 'impact and income', and how synergies between competing interests can be harnessed in ways that produce shared good. Visiting lecturers, such as Ben Smith, Head of Social Investment at Esmée Fairbairn Foundation, will also share their first-hand experience of areas like social finance, setting up, running and working in social enterprises and community interest companies.

### Enterprise course endorsed

Giving her seal of approval to the Social Enterprise MSc, **Lucy Findlay MBE**, Founding Managing Director of Social Enterprise Mark CIC, said: *"During our 10-year track record in social enterprise accreditation, we have been frustrated at the lack of clearly-focused social enterprise education. It's great to see a Master's course that combines academic rigour and practicality within a very engaging format. I hope it will encourage a diversity of applications from people in all walks of life to develop the breadth of their knowledge in setting up and working in an existing social enterprise."*

## A dedicated Social Enterprise Hub

Planning is underway to launch a **Social Enterprise Hub** in 2023 to bring more focus to and act as a catalyst for teaching, research and knowledge exchange engagement with social organisations. With a proposed physical base at 29 Marylebone Road, home to the University's business engagement services, it will provide access to meeting and events space, training suites and incubation facilities. It will help us achieve greater social impact, adding value across all our subjects and the industry sectors that we work with, from architecture to languages and pharmaceuticals. Developing a network of people, places and programmes to promote and enable social change, it will:

- Ignite students' passion to contribute to social change through social enterprise and volunteering
- Promote employment and work-based learning opportunities available within social enterprises
- Encourage social enterprise study within the course portfolio and deliver short courses for social enterprises
- Host and support an ENACTUS student society in collaboration with UWSU
- Connect interested students with practitioners and role models
- Run events and career development activities to benefit students, alumni and local social enterprise community
- Facilitate the launch and incubation of new social enterprises, influencing policy and government thinking
- Host staff and student projects which find innovative solutions to social issues within their local communities
- Develop methods for measuring the impact of our social enterprise activity

## PRME | SPOTLIGHT



### Zooming in on an international business challenge

Each year, the Entrepreneurship, Innovation and Enterprise Development MSc organises an International Business Challenge for its students – and a global pandemic wasn't going to stop it in 2021. The event was organised with 'clients' including Tesisquare, a technology company founded in Bra, in the northwest Italian region of Piedmon, that designs and implements collaborative digital ecosystems. Challengers were held in a 360-degree virtual reality platform, providing a unique immersive experience that took participants to the Ionian Sea coast. Working in teams, students had 48 hours to solve a business case using the skills and knowledge gained on the course, for example, finding more effective ways for the company's clients to use its services and solutions, or identifying gaps within the business. They then had to present their findings to the company itself. Student Anmol Mohanty said: *"The first-hand experience of working with a real client Tesisquare on their real-life business problems, was very valuable. I thoroughly enjoyed the whole experience!"*

## PROGRESS AGAINST PRINCIPLES 2019-2021

### Principle 1: Purpose



**We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy**

Our continued purpose is to transform the prospects of our students by equipping them with the knowledge, skills and mindset to succeed in management and, through research and knowledge exchange, to positively influence and shape policy and management practice. Both WBS and the wider University of Westminster are deeply committed to the UN SDGs, recognising not only our responsibility, but also our capacity and potential to create positive change towards a sustainable future through innovation and collaboration.

Outlined within *The Westminster Business School Strategy 2018-2023*, responsible management education sits at the heart of what we do – in our promotion of socially responsible leadership and sustainable practices in education, and in our research, knowledge exchange and preparation of graduates to positively influence and shape policy and management practice. The School's commitment to PRME is explicitly referenced in College values (*see Principle 2*).

### Supporting innovation and enterprise in London, the UK and across the globe

Our central London location means we are ideally placed to engage with decision makers in business, commerce and trade in Britain's capital and beyond. Using our expertise and resources, we partner a range of organisations to develop anything from new business models to new technologies, products, strategies and processes. We also engage high profile speakers to inform, inspire and engage our own students, the public and business community.

Our researchers are currently working with [Alara Wholefoods](#), for example, to calculate and alert customers of the carbon footprint of its breakfast cereals (*see PRME Spotlight*) and our International Business and Management MSc students undertake a 'live' [project](#) brief each year. In 2020, they investigated new export opportunities in one of three countries where the company currently had little or no market presence. Support to the third sector includes students mapping an enterprise strategy for [The Global Angels Foundation](#), an international charity inspiring disadvantaged communities around the world to grow sustainably. Student work placements support our West London community too, including Queens Park Rangers (QPR), one of London's most progressive and community-focused football clubs, and Marylebone Cricket Club to help Lord's Cricket Ground become net carbon zero.

### PRME | SPOTLIGHT



#### Calculating the carbon footprint of cereals

WBS teamed up with Alara Wholefoods to develop a way of alerting consumers about the carbon footprint of breakfast cereals sold by Sainsburys. The company, which manufactures organic, sustainable breakfast cereals sold in the UK and worldwide, wanted to investigate the levels of embedded Carbon Dioxide (CO<sub>2</sub>e) of a range of ingredients used in their newly launched range of cereals. CO<sub>2</sub>e is the emission associated with the manufacture of a product from production to packaging and transport. The project involved extensive secondary research through peer reviewed journals and published databases to calculate the amount of CO<sub>2</sub>e contained in their products and provide a figure for each individual cereal. It included the Crispy Fruit Muesli (105g CO<sub>2</sub>e per 100g), the Original Muesli (79g CO<sub>2</sub>e per 100g), Fruits and Seeds Muesli (72g CO<sub>2</sub>e per 100g) and the Apple and Cinnamon Bircher (62g CO<sub>2</sub>e per 100g). The company is keen to promote a 'traffic light' system so that shoppers can make informed decisions about their carbon footprint and food consumption.

We believe strongly that education leads to significant sustainable development benefits for individuals, communities and countries. It is also a means of supporting and accelerating global capacity to implement the SGDs.

In support of SDG 4 Quality Education, the University is developing an institution-wide Education for Sustainable Development (ESD) strategy, in collaboration with all four Colleges and CETI. Workshops and resources on the SDGs and sustainability pedagogy for teaching and research are being developed to train staff to pass on the knowledge to students. Since 2019, we have participated in the SDG awareness week organised by National Union of Students (NUS) and, in October, we will be running our first round of carbon literacy training for students.

In keeping with the College's core mission, our ESD goal is to prepare students to be active leaders in a fast-changing global society, with the ability to think critically and creatively around pressing concerns and challenges. Our courses highlight cultural, legal, ethical and economic perspectives and challenges facing modern businesses, individuals and communities. Through final projects, live briefs and case studies, students have ample opportunity to start making a difference long before they graduate.

Nowhere is the impact once students graduate better illustrated than the annual **Westminster Alumni Awards**. 2021's Social Impact Award went to Dr Orna Rosenfeld, Urban Regeneration and Development PhD (2012), while the global Outstanding Achievement Award shortlist included 2012 Construction Project Management MSc graduate Anil Singh Rana (see *PRME Spotlight below*). 2020's Social Impact Award winner was John Bert Macato, who graduated from the International Development Management MA in 2015. In 2019, during the upsurge of internationally displaced people in Syria, John managed the Al Hol Camp hospital project and facilitated 6,000 consultations and admissions in a four-month period.

## Westminster Alumni Awards

- **2021 Recent Graduate finalist Trevor Gomes Business Management BA (2018)**: Launched youth mentoring programme ELEVATE in 2019 providing 10,000 young people, many from disadvantaged backgrounds, with the skills, knowledge and experiences needed for the world of work and HE.
- **2021 Entrepreneurial finalist Raveen Wijetilleke Information Systems with Business Management BSc (2017)**: CEO and Founder of Eyeris Private Limited, one of Sri Lanka's leading service design consultancies and modern media organisations. From three employees and five clients in their first year, they now have over 250 client accounts and are a 30MM LKR company.
- **2020 Entrepreneurial finalist Mahesh Ramachandran MBA (199)**: CEO and Founder of Commonwealth Inclusive Growth Services Ltd (CIGS) which operates in over 30,000 locations and 27 states in India. Over five million customers can open bank accounts, make deposits, withdrawals, money transfers and other retail banking transactions in their local vicinity and vernacular language. CIGS employs over 3,300 rural entrepreneurs, at least 50% of whom are women.



Anil Singh Rana, Construction Project Management MSc (2012), School of Applied Management

## PRME | SPOTLIGHT

### Preparing our graduates to lead positive change

**Anil Singh Rana, Construction Project Management MSc (2012)** was shortlisted for the 2021 Westminster Alumni Outstanding Achievement Award. Anil was not only the first Mauritian to become the youngest Fellow of RICS in Africa in 2014 but was also the first Mauritian and first Chartered Surveyor in Africa to win the prestigious accolade of *RICS Matrics Young Surveyor of the Year Mentoring Award* in 2016. With a career that now spans the globe, Anil is an international volunteer mentor for RICS APC candidates in Australia, Mauritius, South Africa and England to support them to meet the requirements of the competencies, while being culturally sensitive and aware of differing business practices. Determined to 'give back', in 2014, he founded Constructing Professional Development (CPD) Ltd, providing CPD talks and free webinars for the construction industry.

Principle 2: Values



We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact

WBS embraces the values of the wider University. Our integrated School and University of Westminster values are as follows:

- **Progressive:** We look forward, anticipate what’s changing and embrace the new with energy and imagination. In all areas of business and management, our programmes are continually adapted to the practical needs of employers and the professions.
- **Compassionate:** We are thoughtful and sensitive, supportive and encouraging, making time to talk, especially when the pressure is on. As a University community we are inclusive and united, careful to consider what enables each and every one of us to play our part, and our School structure enables and reinforces this.
- **Responsible:** Individually and collectively, we take responsibility for our actions, work to the highest ethical standards and help each other to do the right thing. We support the Principles of Responsible Management Education (PRME) and encourage our students to embrace the virtue of sustainability in business and enterprise.

We view professional education as a partnership and encourage all staff and students to be:

- **Responsible:** Accountable for ourselves and our actions
- **Engaged:** Actively learning, teaching and working
- **Respectful:** Considerate of others and their ideas
- **Informed:** Aware of policies, procedures and developments
- **Clear:** Thoughtful and constructive communicators
- **Prepared:** Ready to learn, teach and support one another
- **Punctual:** Meeting deadlines and being on time
- **Lifelong learners:** Committed to personal and professional growth

Our aim is that graduates will possess the following graduate attributes:

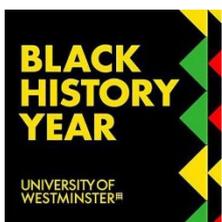
- Be critical and creative thinkers
- Be literate and effective communicators
- Be entrepreneurial
- Be global in outlook and community engaged
- Be socially, environmentally and ethically aware

Grounded, holistic education

The University’s Education Strategy 2020-2023 is underpinned by six core principles focused on inclusivity, responsibility, diversity and partnership, which reflect the spirit of PRME and the UN’s SDGs.

- Our education is inclusive, accessible and challenging. We are committed to removing the barriers to success and contributing to social justice.
- Our strength is our diversity, and we welcome people from all backgrounds and all parts of the world.
- The wellbeing of our colleagues and students is our priority and underpins everything we do.
- We work through partnership: partnership between colleagues and students, and between the University, employers, other stakeholders and the community.
- We lead change. We support our students to become changemakers who can tackle global challenges.
- Our education is digitally enabled. We embrace technology enhanced learning.

PRME | SPOTLIGHT



First Black History Year

Led by BME colleagues and UWSU, the University’s first **Black History Year** was launched in October 2020, galvanised by the tragic murder of George Floyd. Rather than relegating black history to a single month of recognition, it will showcase a continuous stream of stories, events and initiatives that reflect the richness of our University – past and present. Karen Kufuor, Principal Lecturer in SOES, shared her personal experiences and spoke on key issues facing black people in organisations and how they differ by gender and organisation.

We have developed new programme and module options in response to global environmental, social, and economic challenges, and to widen access, particularly by expanding subjects offered via work-based Degree Apprenticeships.

We support businesses through the development of emerging skills and by fostering the propensity of our graduates to lead future sustainability, enterprise and innovation. As well as degrees and master's qualifications, we offer a broad portfolio of flexible short courses, many of which can be studied online or via blended learning. We added two Professional SCRUM courses to our project management suite in 2021. Courses currently in development include: Positive Interventions: Effective Tools for Individuals and Organisations; Global Mobility; Unexpected Crisis Management; Listening Skills for Managers; Job Evaluation; Applied People Analytics; Social Impact; The Dark Side of Personality at Work; and Data Analytics.

Portfolio development 2019-2021
<b>New undergraduate courses</b>
BA Business Management – Digital Business
BA Business Management – Social Enterprise
BA Digital Marketing
BA Global Trade and Business
BA Sport Management
BSc Building Control Surveying – Building Control Apprenticeship
BSc Construction Management – Construction Site Management Apprenticeship
BSc Economics
BSc Financial Economics
BSc Project Management – Project Manager Apprenticeship
Cert HE Project Management – Associate Project Manager Apprenticeship
CertHE Construction Management – Construction Site Supervisor Apprenticeship
<b>New postgraduate courses</b>
MBA
MSc Digital Business
MSc Digital Marketing
MSc Fintech and Business Analytics
MSc Social Enterprise (in development)
MSc Sustainability Management and Innovation
<b>New short courses</b>
Professional SCRUM Master
Professional SCRUM Product Owner
<b>New modules</b>
Collaboration, Cooperation and Green Supply Chains (Level 7)
Resilient Organisations and Teams (Level 7)
Strategic Innovation in a Digital World (Level 7)
Sustainable City Economies (Level 5)
Sustainable Global Growth (Level 7)
Sustainable Supply Chain Management (Level 6)

Revalidation of SMM's Business Management BA programmes in December 2020 was guided by PRME principles. All core modules now contain at least one learning outcome related to sustainability (environmental, social or governance). Furthermore, on the general Business Management BA, we have introduced a new Year 2 core module, *Sustainable City Economies*, which uses cities as a 'field of enquiry' for exploring both global and local issues of urban development and sustainability in the context of varying socio-economic, political and natural environments. It also introduces theory and practice regarding the managing 'profit-people-planet' conundrum using case studies from different parts of the world. We also relaunched our MBA in 2020 to better reflect the need to equip graduates with skills to adapt to emerging business models, create new enterprises, lead and manage people effectively and responsibly. New modules include *Resilient Organisations and Teams*, which includes creating sustainability and socially responsible behaviour, and *Sustainable Global Growth*, to develop their global perspective of business development. Similar themes can be found across the

College's portfolio.

## Employer Advisory Boards (EABs)

In addition to the formal processes outlined previously for quality assurance, **School Employer Advisory Boards (EABs)** implement our partnership approach, facilitating regular consultation with alumni and business representatives, providing a direct and formalised link to society and industry. Launched in October 2019 across the University and chaired by Heads of School, EABs meet once a term. The four EABs in WBS include representatives from a broad range of sectors, who advise on outline proposals for new taught programmes in order to ensure course content:

- Engages with the needs of the graduate employment market
- Embeds skills and experiences that help students become successful work-ready graduates
- Equips our students with the relevant digital skills needed for success in their respective industries.

EABs help to ensure that our students' learning experience reflects the ever-changing priorities and challenges facing the world today. For example, consultation with EAM members in September 2019 about issues relating to sustainability informed the subsequent revalidation of our Business Management programmes. EABs also provide a structured forum for employers to have input into the advancement of Westminster's employability strategy including work-based learning and placements projects.

### Employer Advisory Board (EAB) membership 2020/21

School of Applied Management (SAM)	
<ul style="list-style-type: none"> <li>• John Barfoot, Learning, Education and Academic Director, Chartered Association of Building Engineers (CABE)</li> <li>• Lorraine Eaton, Technical Training Manager, Lendlease</li> <li>• David Cutner, Tannery Engagement Director, Qualus Ltd</li> </ul>	<ul style="list-style-type: none"> <li>• Daniel Hughes, Fund Manager, Premier Miton Investors</li> <li>• Lillian Magero, Liberty Mutual</li> <li>• Nick Fell, Partner, Rapleys</li> </ul>
School of Finance and Accounting (SFA)	
<ul style="list-style-type: none"> <li>• Rishav Borah, Director, Barclays PLC</li> <li>• Harry Tsokanis, Director, JP Morgan</li> <li>• Elizabeth Bennett, Operational Risk Manager, Vanguard</li> <li>• Sotiris Kyriacou, Head (Accountancy), NHS</li> <li>• Sadeq Al Safarini, Senior Treasury Consultant, Go Cardless</li> </ul>	<ul style="list-style-type: none"> <li>• Olu Ademuwagun, CEO, Fonzo Energy</li> <li>• Edward Van Low, VP, Datavision</li> <li>• Mario Ortega, Analyst, Evercore</li> <li>• Sheila Chauduri, Director for India, Smart Talkers</li> <li>• Helen Brand, CEO, ACCA Global</li> </ul>
School of Management and Marketing (SMM)	
<ul style="list-style-type: none"> <li>• Kate Burnett, Talent General Manager, DMA</li> <li>• Marc Guitart, CEO and Founder, Brandlond</li> <li>• Monica Rodriguez-Barolome, Country HR and VP, Total Country Services UK</li> <li>• Dr Russell Rook, Chair and Founder, The Good Faith Partnership</li> <li>• Tom Armitage, Head of Talent and Performance, The Telegraph Group</li> </ul>	<ul style="list-style-type: none"> <li>• Hayley Millard, Client Manager, Kantar Marketplace</li> <li>• Paul Mitchell, Education Manager, QPR Community Trust</li> <li>• David Paul, Exec Director, Head of Create, Ipsos MORI</li> <li>• Eva Peris, VP of Sales and Marketing, Ironhack (Tech School)</li> <li>• Margaret Sherer, CEO and Founder, Cittadina Marketing</li> <li>• Zainab Zorkong, Assistant Director (Better Regulation), Department of Business Energy and Industrial Strategy</li> </ul>
School of Organisations, Economy and Society (SOES)	
<ul style="list-style-type: none"> <li>• Hristina Ivanova, Student Services Provider, University of Bedfordshire</li> <li>• Stephanie Easton, Head of People, London Marathon Events</li> <li>• Kat Eletsikh, International Brilliance Awards Manager, BOC Global Events Group</li> <li>• Jenna O'Byrne, Data Insights Deputy Director, Department of Health and Social Care</li> <li>• Brent Hamerla, Founder and Director, Shaping Talent</li> <li>• Arvind Khoda, HR Business Partner, Rail Safety Standard Board (RSSB)</li> </ul>	<ul style="list-style-type: none"> <li>• Jenny Garrett, Career Coach/Leadership Trainer and Speaker, Jenny Garrett Global</li> <li>• Ian Smart, Co-Founder, NED and Executive Coach, Impact Central</li> <li>• Evelyn Anyiri, International Pricing Manager, Royal Mail</li> <li>• Malaka Awad, Leadership Development Specialist, London Leadership Centre</li> <li>• Gabriella Campbell, Vice President - Regulatory Business Analyst, Citi</li> <li>• Karen Emmanuel, CEO, Key Production Group/Curious PR</li> <li>• Jamel Banda, Head of Treasury, Ghana International Bank</li> </ul>

### Principle 3: Method



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

The primary goal of the University's Education Strategy 2020-2023, reflected in our own College strategy, is to enable students from every background to develop into resilient and expert graduates who respond flexibly and contribute positively in an unknown global future. Our strategic aims are to:

- Teach in a way that is, practical, active, inquiry/problem-focused and socially engaged
- Provide personalised learning and flexibility for students
- Embed critical thinking, employability, enterprise and global fluency in our courses and in co-curricular activities.

The University's Centre for Education and Teaching Innovation (CETI) engages in curriculum horizon scanning and acts as a central hub to support staff across all Colleges to identify, encourage, support and research the development of new curricular opportunities that meet the ever-changing needs of the 21st century. In 2018, it launched a Course Leaders Forum for Course Leaders to share best practice in developing innovative and high-quality learning and teaching to enhance the student experience. Dr Lisa Matthewman, Principal Lecturer in Management and Marketing within WBS, sits on the Forum's Steering Group and assists the Centre's Director of Academic Professional Development to organise its bi-annual forums and meetings.

The practical and applied learning we provide in WBS is underpinned by engagement and interaction with industry and the professions, so students see the theory and skills they are being taught put into practice. One particular study trip, linked to the assessed group work of the *International Marketing and Communication* module, was used as a *Students as Co-Creators* project to explore how such experiential learning helps to develop students' 6Cs – Cross-cultural competence, Collaboration, Communication, Critical thinking, Creativity and Compassionate. Students visited a number of different companies, including Jaguar Land Rover, the Morgan Motor Company and Aston Martin, to discuss issues associated with global branding. Selecting one company, they had to write a short situation analysis describing its business environment, how it competes, challenges faced and future business prospects, using appropriate models such as the 'brand onion' and 'brand triangle'. Challenged on the 6Cs several times, they found the learning experience beneficial overall – applying theory in practice and developing individual skills working in cross-cultural teams. They concluded that learning could have been enhanced by more team-building activities when not on industry visits, a recommendation for future study trips.

## PRME | SPOTLIGHT

### Quintin Hogg Trust (QHT) SDG impact



In 2020/21, the University received £5.3 million from QHT to fund new and ongoing projects. As agreed with the SDG Steering Group, all future project annual reports must include a section on SDG impact. This will help monitor, measure and report on the positive impact being made by our researchers. QHT was set up in 1903 in memory of the Polytechnic's founder. It supports the advancement of education for our students by funding a broad range of projects and activities proposed by staff and students. This included funding to enable our Fabrication Lab to purchase sustainable concrete technology equipment so that student, in collaboration with construction companies, can undertake problem-based learning based on real-life projects. The lab, an experimental centre for teaching, research and knowledge exchange, has a special role to play in building a more sustainable future and is working towards all 17 SDGs, especially towards the mitigation of climate change. The built environment accounts for roughly half of all global emissions of greenhouse gases. It is also a major user of materials and natural resources.

## Innovative pedagogy in WBS

### Trash hacks

On the Sustainability Management and Innovation MSc, students work in teams on a 'Trash Hack' project, which encourages them to think about possible innovations or new business models and learn the value of the circular economy. Students are given an industrial waste item and tasked with coming up with an idea and then devise a business plan to recycle, upcycle or reuse what would otherwise be considered waste. One recent project centred on coconut husks, a massive by-product of the coconut industry, which is now being seen as an important natural resource with fibres made into anything from ropes and bags to mats and rugs. Another involved suggestions around old airplanes that would otherwise just sit out in the desert doing nothing, but could instead be turned into a boutique hotel or restaurant.

### Boot camps

In the MBA's 'hackathon' boot camp, students are tasked with creating a new enterprise, enhancing their knowledge of entrepreneurial thinking and how it applies to new venture creation. Boot camps are a great way to mix the real-life decision-making process faced by companies of all sizes with the theoretical learning of the MBA programme. Students gain a real-life and practical understanding of how companies are tackling issues and adapting to disruption, and benefit from group work with a team of individuals with different backgrounds and experiences.

### WBS BAME summer employability programme

Funded through the QHT, in June 2021, we offered two free fully online courses – a one-week Project Management course and two-week Enterprise course. The courses were open to all University students, though priority was given to students from BAME (Black, Asian or Minority Ethnic) backgrounds. Using engaging business simulation, they provided an opportunity for students to learn top essential employability skills in project management, entrepreneurial thinking, collaboration and time management. The University now plans to work with UWSU to monitor and evaluate the current provision for enhancing opportunities for students from under-represented groups and to develop improved approaches. Pilot projects will be designed to improve the academic outcomes for BAME students in Life Sciences and employability opportunities for BAME students in WBS.

## PRME | SPOTLIGHT

### CSR and Sustainability in Context module

One of the educational aims of the Sustainability Management and Innovation MSc is to enable students to gain an understanding of the cultural and institutional challenges facing businesses and managers in different contexts. In particular, it is important that sustainability-minded managers of the future understand the implications of different economic, political, social and ecological environments on sustainability strategies and solutions. Having previously taken students on a short international trip as part of the *CSR and Sustainability in Context* module, in 2020, amid the global pandemic, we organised a virtual trip to San Francisco. We arranged interviews with five companies working in some way sustainably, looking at the relationship between business and society in San Francisco and California. Companies participating covered sectors including energy, agriculture and food. It inspired students to deepen their knowledge of the importance of sustainability in business today. Students in groups then had to write a report on the circular economy in San Francisco.



## Principle 4: Research



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

The University focuses its research on four thematic priorities that capture our recognised strengths in research, our values and the impact we have on the world. They also link to the UN SDGs and 'The Grand Challenges' identified as key priorities in the Government's Industrial Strategy (AI and data, ageing society, clean growth, future of mobility).

- **Diversity and inclusion:** Understanding issues that enable or prevent particular groups taking a full part in society as citizens in a global world, employees, students, members of families and communities.
- **Health Innovation and Wellbeing:** Developing solutions to better manage and prevent disease, helping populations stay healthier at home, in healthcare settings and at the workplace.
- **Sustainable Cities and the Urban Environment:** Exploring new and sustainable ways of moving people and goods around global cities.
- **Arts, Communication and Culture:** How changes in the environmental, technological and communication landscape are transforming social, cultural and political issues globally.

In the last two years, the University has invested significant resource in developing interdisciplinary projects and networks, embedding these priorities in all of our work with business, the public sector and other communities. Having four themed research communities enables colleagues to contribute their expertise across subject boundaries and work collectively to achieve greater impact on key global issues.

The WBS research mission, as highlighted in *The Westminster Business School Strategy 2018-2023*, is to deliver internationally excellent business research that advances the theoretical and applied knowledge frontier to inform, engage and shape academic research, inform practice in business, industry and society, and influence policy makers in London, the UK and globally. Our aim – via University approved research centres, CER, ProBE and the Centre for Digital Business Research – is to produce distinctive and powerful research impact that resonates through society and reinforces our disciplinary strengths in key business fields, such as economics, marketing, management science and accounting and finance.

Our researchers remain actively involved in teaching at undergraduate and postgraduate level. This not only enables the regular transfer of new knowledge and findings of academic and applied research, the latter conducted in collaboration with companies and organisations, but also highlights to students the practical ways in which research can impact on organisational and business practices and policies.

The University's interdisciplinary research and teaching hub, CETI, is designed to provide strategic academic leadership in learning and teaching and curriculum development and innovation. Its goal is to ensure that we are at the cutting edge of inspiring, transformative learning and teaching and that a culture of pedagogic scholarship and research permeates into all areas of our activities.

## PRME | SPOTLIGHT

### PhD student 3\* published

Dr Marco Cuvero moved to the UK from Ecuador in 2015 to study an MSc in Project Management in the School of Applied Management (SAM) before progressing to a PhD.

His research focused on exploring the effects of knowledge spill overs on high-tech start-ups on product innovation and company development. While still studying, in August 2019, Marco's work was published in a three-star, highly-regarded engineering management journal, *IEEE Transactions on Engineering Management Journal*.

Awarded his PhD in 2021, in September, Marco was appointed as full-time Lecturer in Entrepreneurship and Strategy at Brunel University London. He says he developed valuable teaching and presentation skills after becoming a part-time visiting lecturer for SAM. Marco is pictured lecturing to a Chinese delegation in 2019 on topics related to model-based systems engineering.



## Doctoral Researcher Development Programme

The University's [Doctoral Researcher Development Programme \(DRDP\)](#) recognises that all research is different. DRDP has been designed to provide individualised and specialised support and training. PhD students meet with their Director Studies (DoS) at the beginning of each academic year to identify the training that will best support and enhance their research. Support on offer includes:

- *Academic English for Doctoral Researchers*: An accessible and inclusive module for all students who would benefit from extra support with expression in English at doctoral level
- *Career development*: A series of workshops exploring self-awareness, careers in and outside of academia, and preparing for interviews and assessments
- *Becoming a researcher*: Sessions on starting out as a researcher, ethics, preparing for annual progress reviews, finalising your thesis and getting ready for the final viva
- *Research impact*: Information on funding, IP, researcher profiles, disseminating research. This includes a session on *The UN SDGs and Your Research Impact* to show how research can contribute to the SDGs and help us make a positive social, economic and environmental impact

In WBS, coordination and oversight of all research activities is managed by the College Research Committee. A central Research and Knowledge Exchange Office supports administrative processes around bids, while College administration assists local events, such as conference hosting or workshops. Our Virtual Research Environment has moved many administrative research processes online, including self-management of web pages, doctoral progress, ethics reviews and funding applications.

### Supporting research staff

We operate a transparent and fair process to allocate research time. The annual *Research Support Allowance (RSA)* allows staff to bid for 17%, 25% or 33% of their overall workload to be devoted to research. All staff (including those without significant research responsibility) also receive a universal scholarship allowance of 12% of their time. This system allows individuals to 'graduate up the research ladder'.

Significant mentoring activities include bespoke mentoring, School mentoring and circle mentoring schemes, in addition to a formal training series set up by the Research and Knowledge Exchange Office to ensure that junior researchers have significant development opportunities.

A robust mitigating circumstances process and annual EDI checks (qualitative and quantitative) ensure fairness across the 200 staff that make up the Business School. All staff are expected to integrate their research specialisms into their teaching profiles. A talent bank system enables staff to recruit students at an hourly rate, often for research purposes, such as data gathering or workshop organisation.

### Doctoral research

WBS currently has c.60 doctoral researchers; annual completions rates exceed 80%. Substantial financial support includes over £1m of scholarships and fee waivers since 2014. Our students also benefit from the *Doctoral Researcher Training Programme*, which combines generic doctoral skills with specific disciplinary skills including methodological training. All doctoral researchers are entitled to attend conferences and given financial support to attend external training courses.

## SDG-themed research brought to the classroom

### School of Applied Management (SAM)

The School's Centre for Digital Business Research conducts interdisciplinary research into the theory, methods and technologies underpinning the digital transformation of modern 21st century enterprises. Modern organisations increasingly rely on digital technologies (such as the Internet of Things, Big Data, blockchain, cryptocurrencies and data analytics) to improve their business processes and provide increased value to their customers. Integrating new technologies into the organisation is normally a complex and costly endeavour, which requires a redesign (or transformation) of existing business processes. This effort of digital transformation is aimed at transitioning the organisation into a state in which it can meet customer expectations more effectively and efficiently.

### School of Finance and Accounting (SFA)

Sustainable or 'climate finance' and associated financial econometrics are attracting attention from investors, regulators, fund managers, businesses, corporations, financial services and accounting bodies. In response to initiatives including the SDGs, Paris Climate Change Agreement, Principles of Responsible Investment and the UK

Green Finance Taskforce, SFA has developed research examining the impact of Environmental, Social and Governance (ESG) investing, the focus of its [2022 Finance and Accounting Annual Symposium](#).

ESG is one of the fastest-growing segments within the asset management sector. Bloomberg estimates ESG assets may reach \$53 trillion by 2025, which represents a third of the global assets under management (AUM). As part of the *Research Methods* module, postgraduate students are advised to work on include impact investments, green bonds, social and sustainable bonds, board diversity.

### School of Organisations, Economy and Society (SOES)

Within SOES, CER and ProBE have established a reputation for excellent, internationally world-leading research around the issues of responsible management and sustainability, which between 2019/20 to 2020/21 attracted funding from major grant-awarding bodies, including ESRC, the Leverhulme Trust, UKRI, British Council and the Nuffield Foundation.

Additionally, two new research groups were created in 2020/21 to tackle key opportunities and challenges presented by modern society:

- **The Entrepreneurship and Social Innovation Research Group** seeks to research the area of social enterprises, entrepreneurial resilience, entrepreneurship and leadership and diversity in entrepreneurship.
- **The Labour Migration Research Group** investigates the causes and effects of migration, the challenges faced by migrant workers and other populations who perform labour in exchange for an income in their host countries and how national and international regulation and policy have impacted their rights.

### School of Management and Marketing (SMM)

The School's researchers work in close collaboration with the EAB to incorporate trends or business challenges and engage with companies in research projects. The majority of modules taught in SMM are research-engaged, providing opportunities for students to participate in frequent research presentations, discussion of ethical dilemmas or share insight into business practice. For example, supported by the University's *Students as Co-creators* scheme, staff in partnership with students on the Level 6 *Marketing Management* module developed new learning materials on the role of women in the video games sector.

In March 2021, SMM was given the go-ahead for two new research groups, which promote PRME inspired research:

- **The Inclusive and Sustainable Business Group** aims to use its research and knowledge exchange to make important contributions to business growth, the creation of a more sustainable environment and better societies with greater equality and inclusion.
- **The Service Research and Customer Experience Group** spans four main research themes: employees in services (culture and service excellence; internal market orientation, inter-functional coordination, customer orientation); servitisation and solutions; institutionalisation processes in service ecosystems; and customer experience, consumer behaviour, gamification and customer engagement.

## PRME | SPOTLIGHT

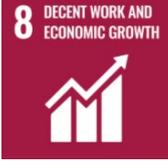
### Empowering women

Despite UK Government pledges, the UK fell six places in the *Global Gender Gap Report 2020* from the 15th to the 21st most equal country in the world. Dr Lilian Miles, Reader in Sustainability and Social Enterprise (SOES) and Dr Maria Granados, Senior Lecturer in Innovation (SMM), are working with Social Enterprise (SE) UK to explore ways in which social enterprises empower women. They are organising workshops on gender empowerment and have been meeting organisations to share success stories, barriers and challenges on SE UK's [blog](#). A 2017 British Council *Report* showed that social enterprises supported women by developing skills, providing education, creating jobs, giving women a voice and campaigning for gender equality. In employment, proportionally more jobs were created for women through social enterprise than through for-profit enterprise. Many employed women from vulnerable or disadvantaged backgrounds.



**Mapping our research to the SDGs**

Our plan in future is to clearly map all research conducted within the School to the relevant SDGs, but this will require changes to our current administration. In the meantime, the following table provides a snapshot of recent research to demonstrate its wide-ranging reach and impact.

Snapshot of SDG-relevant research in WBS 2019 to 2021		
UN-SDG	Title of research	Level
 <p><b>1</b> NO POVERTY</p>	Impact of External Debts on HDI (Human Development Index) – An empirical study of Pakistan using Error Correction Mechanism of cointegration	PG
	How has the low wage crisis in Bangladesh's garment industry impacted workers?	UG
 <p><b>3</b> GOOD HEALTH AND WELL-BEING</p>	Challenges for Supplying Contraceptive Commodities in the Democratic Republic of the Congo	PG
	Resilience in Humanitarian Supply Chains: A Focus on the Procurement Decisions	PhD
	Mental health and wellbeing in the NHS	PG
	Work flexibility and mental health aspects of employee well-being in a UK based IT start-up in a remote working environment during the COVID-19 pandemic	PG
 <p><b>4</b> QUALITY EDUCATION</p>	EdTech start-up: business model, digital processes, target audience and new technologies	PG
	University student perceptions of online learning in the UK during Covid-19	PG
 <p><b>5</b> GENDER EQUALITY</p>	Exploring work-life balance, gender discrimination and career advancement barriers for women working in IT occupations in the UK	PG
	Climbing Up A Male-Dominated Career Path: Can Women In Jordan Reach Managerial Roles?	PG
 <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p>	Measuring the size of the informal sector in Kosovo: The rise of ethical investing and the effects of environmental, social and governance factors on a socially responsible investment portfolio	PG
 <p><b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	Digital transformation in third world countries: The case of Madagascar	UG
	An investigation into achieving carbon reduction targets in the delivery of residential buildings	
	How digital business is transforming and changing the fashion industry	PG
	Using blockchain to build a data secure platform in the pharmaceutical industry	PG
 <p><b>10</b> REDUCED INEQUALITIES</p>	The implementation of blockchain technology in logistics supply chain	PG
	Does flexibility stigma have an impact on the Gender Pay Gap? A study of the cultural perceptions of flexible working for men and women in the Insurance and Financial Services sector in the UK	PG
 <p><b>11</b> SUSTAINABLE CITIES AND COMMUNITIES</p>	What is the impact of digital disruption on the charity sector?	PG
	The distinctiveness of climate change migration: its drivers and implications in the context of employment in the RMG sector of Bangladesh	PhD

Snapshot of SDG-relevant research in WBS 2019 to 2021		
UN-SDG	Title of research	Level
 <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	Waste management as a resource: How Sweden is recycling 99% of its waste	UG
 <p>13 CLIMATE ACTION</p>	The impact of participatory culture on environmental awareness and climate sensitivity amongst Generation Z in Northern Cyprus	UG
 <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	The impact of political influence on central bank independence and monetary policy: An empirical assessment of Lebanon	PG
	Reforms of EU and US accounting standards with respect to tax evasion	UG
	A critical evaluation of Basel III Regulatory Standards on Kenyan Banking institutions	UG
	Blockchain and the future of voting: an analysis of the 2020 US election	PG
	Architecting a connected Government	PG
 <p>17 PARTNERSHIPS FOR THE GOALS</p>	The environmental impact of regulatory processes involving labour actors – the implementation of transnational framework agreements	PhD

### Knowledge Exchange Framework

The Knowledge Exchange Framework (KEF), published by Research England and in April 2021, recognised the University’s strong performance in skills, enterprise and entrepreneurship. The KEF submission, led by the Business School’s Head of College, benchmarked Westminster within a cluster of large universities with a broad discipline portfolio generating excellent research across all disciplines. Within this cluster, we sit in the top 40% for skills, enterprise and entrepreneurship, IP and commercialisation, and local growth and regeneration. On six of the seven perspectives evaluated in the KEF, Westminster’s cluster is in the top half of all UK universities.

**Principle 5: Partnership**



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

The University’s Global Engagement Strategy places partnership development and the expansion and enhancement of our international networks at the heart of the University’s approach to internationalisation, reflecting the opportunities and challenges of a dynamic global higher education landscape.

In support of this, WBS is committed to developing teaching, research and mobility partnerships that deliver exciting study and internship opportunities, globally relevant education, and internationally recognised research. We recognise the crucial value that a global engagement agenda brings to a Business School, not only in bringing global experiences for our students and staff, but also attracting international students who help to enrich the student experience.

In 2019, 8% of our undergraduate and 48% of our postgraduate students came from overseas. We had 31 exchange partnerships and 14 articulation/progression partners in 13 and six countries respectively. Despite the challenges presented by the global pandemic, our aim remains to increase the number of international students on our courses to 30% on undergraduate and 50% on postgraduate programmes by 2023.

Under the leadership of the Head of College Professor Malcolm Kirkup, WBS has embarked on a mission to deepen and broaden our engagement with business, the professions, our international university partners and our alumni to maximise our impact on the national and world stage. Two examples demonstrate how we are putting our plans into action at home and abroad. In January 2021, we became a Founding Organisational Member of the Institute for Small Business and Entrepreneurship network. Then, in April, we signed a formal Memorandum of Understanding (MOU) with the Indian Institute of Management (IIM) Nagpur, a top-rated management school in India, to collaborate with each other on research and teaching, as well as field visits and immersion programmes. Some of our staff, including Rachel Lander, Director of Teaching, Learning and Quality in SMM, for example, already regularly attend PRME events and we aim to increase participation and awareness across the College.

**Students and society making change**

We encourage students to get involved in local, national and international community and business initiatives, through both curricular and extra-curricular initiatives. As one example, in November 2019, His Excellency Mr Peter Moto, the Ugandan High Commissioner to the UK, visited Westminster to celebrate the Commission’s longstanding partnership with the School. This has resulted in over 65 Master’s and MBA students

**PRME | SPOTLIGHT**

**New partnership in India**

WBS led an initiative to sign a formal Memorandum of Understanding (MOU) with the Indian Institute of Management (IIM) Nagpur, a top-rated management school in India and a Member of the Association to Advance Collegiate Schools of Business (AACSB). Both institutes have agreed to collaborate with each other on research and teaching, as well as field visits and immersion programmes. Dr Metri, Director of IIM Nagpur, Professor Rahul Sett, Associate Professor (Marketing), and Dr Katalin Illes, Associate Head of College, WBS, presided over a virtual ceremony, during which both organisations reiterated their commitments to developing a long-term and trusted partnership. The event was attended by around 200 members of staff and students from IIM Nagpur, including Dr Karen Jackson, Assistant Head of SOES, who spoke about her positive experience at an earlier symposium conducted at IIM Nagpur. Dr Sumita Ketkar, a Senior Lecturer in SOES and Regional Coordinator for India, said: *“At the University of Westminster, we have a commitment to engage with partners from around the world, who share our values of being progressive, compassionate and responsible. The Memorandum of Understanding between IIM Nagpur and Westminster Business School is the first step towards a substantial long-term and trusted partnership between the two institutes.”*



undertaking projects on issues of clean water access and sanitation in support of the Busoga Trust, a charity supplying clean drinking water to rural areas of Uganda. In villages in rural Busoga, water is normally accessed via shallow hand-dug water hand pumps. They frequently become partially functional and then non-functional, resulting in massive costs of repair or replacement. Working directly towards SDG 6, the MBA students have developed several solutions, including a weekly maintenance checklist, bank deposits for maintenance funds and the use of cheap mobile technology.

More recently, the University of Westminster Students' Union (UWSU) launched its new Enactus Westminster common interest group this September and is now busy recruiting new members. Enactus is a network of global business leaders, academics and over 72,000 students in 36 countries unified by a vision 'to create a better, more sustainable world'. Teams of students work together to find innovative solutions to social issues within their local and international communities, working towards achieving the UN SDGs.

### Research partnerships making a difference

Internationally, our goal is to collaborate within and across disciplinary boundaries across a range of institutions and organisations to enhance our research profile and reputation.

Hosted by SOES, the Westminster Development Policy Network (WDPN) is concerned with all aspects of development policy and brings together researchers and professionals from multiple fields around the world, launching a successful virtual seminar series in 2020. In 2021, in partnership with the Westminster International University in Tashkent (WIUT) and the International Food Policy Research Institute (IFPRI) based in Washington DC, it has hosted a free online open academic seminar series featuring prominent scholars. Speakers have included Professor Margaret McMillan from Tufts University in the US, Dr Patrick Gaule from the University of Bath, Kateryna Schroeder from the World Bank and Dr Oleksandr Shepotylo from Aston University.

## PRME | SPOTLIGHT

### Collaborative international research to improve housing in South Africa



Dr Maria Georgiadou, a Reader in SAM, is Principal Investigator for the ESRC-funded project *Community-led Upgrading for Self-Reliance in South Africa*, in partnership with Dr Claudia Loggia, from the University of KwaZulu-Natal in South Africa. The project seeks to support communities by strengthening their capacity to guide urban development themselves. It focuses on the processes and techniques involved in 'upgrading' slums in and around the Durban metropolitan area. The overarching aim is to investigate current practices of community involvement in improving their homes and neighbourhoods in order to formulate integrated and collaborative strategies that suit local needs. Once the project team consolidates findings from Durban and the wider KwaZulu-Natal province, a comparison with other South African or wider African cities will be carried out. This will facilitate discussions on how the toolkit could be implemented in other regions globally. The team is also working with uTshani Fund, a local South African NGO, EcoLtd, an independent consultancy focusing on international development and project formulation, and the University of Ibadan in Nigeria.

**Principle 6: Dialogue**



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

WBS is driven by the desire to make a real impact on our world by building innovative educational programmes and undertaking practical and applied research and consultancy in collaboration with industry and the professions. Engaging in consultation, conversation, debate and discussion with both internal and external stakeholders is fundamental, not least to share and receive feedback and knowledge, but also to ensure that our contributions remain relevant and achieve results which resonate.

We capitalise on our business connections and use the expertise of our staff, students and alumni to kickstart discussions which inspire others and raise the profile of particular concerns through media interviews, articles, events and seminars. In May 2020, for example, Ragene Palma, an urban planner on the International Planning and Sustainable Development MA, shared her ideas with CNN Philippines on how local governments can maximise measures to help informal settlers brace for the pandemic via spatial organisation. She also took part in a global roundtable of 24 countries in negotiating a ‘new normal’ for The Nature of Cities.

Research by Dr Maria Granados, a Senior Lecturer in SMM, explores the empowerment of marginalised social groups through social innovation and social and community entrepreneurship. In 2019, with funding from the British Academy/Leverhulme Trust, she examined the struggles of waste pickers in the Colombian informal economy to inform policy and practice. She helped waste pickers to present their case to policymakers, media and international audiences and, in March 2021, was asked to act as a technical witness at the State Court of Colombia in the case of waste picker associations against the Colombian government to evidence the struggles of marginalised entrepreneurs (waste pickers) in the waste market.

**PRME | SPOTLIGHT**

**Sustainability in business**

In October 2019, students were treated to a guest lecture on sustainability and how Coca-Cola is reducing its plastic waste by Yui Kamikawa, the strategic and analytics lead for climate risk and resilience at The Coca-Cola Company. Yui works in areas of circular economy and climate change globally at Coca-Cola, and has a passion for innovation in the space of climate change, packaging, and sustainability. A certified coach, Yui has spent time studying well-being practices for more than 15 years and also helps to promote the benefits of well-being and self-awareness to drive creativity, empowerment and productivity.



**WBS events 2020-2021**

- **How can public sector leadership drive positive responses to the new normal**  
Co-organised by WBS, the Westminster Development Policy Network and Accra Business School in Ghana, this online webinar in 2021 explored how the demands on public sector leaders have changed substantially in recent years, and how they might change even further in the next 10 years.
- **Good finance for the new normal: The future of social finance in the UK**  
Part of our *Master’s Talk Series*, we held a panel discussion and open Q&A in 2021 for students and leaders in social finance to reflect on emerging trends and share thoughts on the future of good finance in the new world. Speakers included: Ben Smith, Head of Social Investment at Esmée Fairbairn Foundation; Mathu Jeyaloganathan, Head of Investment at Unltd; and Seb Elsworth, Chief Executive at Access: The Foundation for Social Investment.
- **What it takes to be a successful woman in business**  
Held on 2021’s International Women’s Day, part of the University’s *What It Takes* online alumni event series, a panel of business leaders shared experiences of day-to-day to life leading or running a business, of gender diversity and inclusion in the workplace and business, the barriers to career progression and why there are so few women in leadership roles. Speakers included Marwa Thabet, Founder and CEO, Yalla Halal (MSc Entrepreneurship, Innovation and Enterprise Development, 2019) and Michelle Charles, Permanent Secretary, Department of Education, Innovation and Gender Relations, Saint Lucia and Consultant (MA International Business and Development, 2006).
- **Ethnicity and Social Entrepreneurship**  
Amid the backdrop of increasing BAME representation within UK social enterprise, this 2021 *Master’s Talk Series* event shone a light on the intersectional experiences of two black and female social entrepreneurs: Bayo Adelaja, CEO of Do It Now Now, and Izzy Obeng, Managing Director of Foundervine.

## WBS research dissemination

- **Dr Maria Christina Georgiadou** hosted the first round of dissemination for the ISULabNtu project (see *PRME Spotlight page 24*) in January 2020. This included a stakeholder workshop at the University of KwaZulu-Natal and community event in Havelock, an informal settlement in Durban, South Africa.
- **Professor Harry Thapar** took part in a Global Sessions event at the Indian School of Management and Entrepreneurship? in Mumbai in February 2020. He gave a talk on *Sustainable Finance and ESG: Investing in the Age of Fintech and Big Data*.
- **Simon Richardson**, Senior Lecturer in HRM, published an article for Employee Benefits about how employers can make their employees value hidden assets, such as pension statements, as much as their money, in order to maintain motivation and loyalty.
- **Professor Linda Clarke** took part in the European Trade Union Institute and European Trade Union Confederation conference, *Towards a new socio-ecological contract*, in February 2021. She presented on trade unions and climate change.
- **Professor Peter Urwin**, Professor of Applied Economics, co-authored in May 2021 a report with Richard Saundry from the University of Sheffield for The Advisory, Conciliation and Arbitration Service (Acas) about the cost of workplace conflict for employers. It estimates workplace conflict costs UK employers £28.5bn every year, an average of £1,000 per employee.
- **Dr Spinder Dhaliwal**, Reader in Entrepreneurship, spoke about young entrepreneurs at a virtual international conference, *Business Sustainability in the Post-Pandemic Era: Resetting Strategies in Domains of People, Technology and Environment*, organised by our partner, the University of Westminster Jagannath International Management School (JIMS) in Kalkaji, New Delhi.
- **David Coker**, Senior Lecturer in Finance, published in *The Conversation* in June 2021 on El Salvador becoming the first nation to use Bitcoin as legal tender.

We also regularly organise guest lectures as part of the undergraduate and postgraduate curriculum. For example, Smruti Sriram-Blunt, the CEO of Supreme Creations, delivered a talk to final year Business Management BA students in 2020 as part of their *Sustainable Business* module about how to run a sustainable business.

Our academics are also encouraged to attend conferences as a means of getting feedback on their research, discussing ideas with other researchers, expanding their networks and learning about other projects or developments in their field.

## PRME | SPOTLIGHT

### What skills will businesses look to employ?

In April 2021, WBS hosted a virtual recruitment event on the skills businesses will be looking for post-covid and the advantages a Master's can give in this fast-changing world. During the webinar, organised in partnership with leading global private equity investor, Advent International, prospective students heard from Professor Harry Thapar, Dr Vincent Rich, Nuala OSullivan and Sean Flynn. Skills identified included relevant digital skills and digital/data literacy, agile working and project management. The panel felt that organisations will need project managers and flexible, resilient staff who can adapt in short timescales.



## UN PRME OBJECTIVES, STATUS AND GOALS 2022

Principle	2019-2021 objectives	Status	2021-2023 goals
<b>Strategy</b> 	<ul style="list-style-type: none"> <li>• Ensure that all of the College strategic priorities reflect our commitment to PRME</li> <li>• Continued strategic development of competences within each of our four Schools to ensure that we can instil in our graduates the knowledge, skills and attributes required to be responsible professionals and develop success business and management careers</li> <li>• Develop a clear strategy (including KPIs) for the further development of the PRME agenda within each School</li> </ul>	<ul style="list-style-type: none"> <li>• Established SDG steering group (WBS membership)</li> <li>• Submitted to THE Impact Rankings for two years</li> <li>• Awarded Social Enterprise Gold Mark</li> <li>• Social Enterprise Hub launching 2023</li> </ul>	<p>We will build on our mission to combine academic excellence with making a positive impact on business and society. A PRME working group has been established to work with the SDG Steering Group to embed our ESD strategy commitments. We will launch a digital Social Enterprise Hub in 2022 ahead of a physical hub at 29 Marylebone Road in late 2023.</p>
<b>Values</b> 	<ul style="list-style-type: none"> <li>• Ensure that the PRME agenda is regarded as a critical element of the programme validations / reviews and quality assurance processes</li> <li>• Continue to review curricula to ensure all aspects of the PRME agenda covered</li> <li>• Enhance our operational processes to promote further behaviours which reflect PRME principles</li> </ul>	<ul style="list-style-type: none"> <li>• SDGs influence new course development and existing course reviews</li> <li>• 15 commitments to EDI published 2020</li> </ul>	<p>We will increase opportunities for our students to learn more about sustainable development and the SDGs in line with their future career plan. We will raise awareness of PRME amongst our academic staff, supporting them as they explore opportunities to develop their own scholarship with regards to the SDGs and curriculum.</p>
<b>Method</b> 	<ul style="list-style-type: none"> <li>• Review our current teaching practice and share best practice related to the teaching of responsible management</li> <li>• Encourage the adoption of innovative pedagogies designed to facilitate student engagement with responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Course Leaders Development Forum and CETI workshops help us share best practice</li> </ul>	<p>We will develop a more systematic approach to integrating sustainability and SDGs into teaching and learning, and how we might operationalise this within curriculum planning. Each School will develop their own action plan as to how they might introduce more discipline-specific aspects of sustainability into the curriculum. We will explore how we might better capture and record information on relevant activities and progress on PRME principles within Schools.</p>

Principle	2019-2021 objectives	Status	2021-2023 goals
<b>Research</b> 	<ul style="list-style-type: none"> <li>Develop a cluster of research around the pedagogic approaches to responsible management education. This work will seek to identify and evaluate innovative ways of engaging students in responsible management activities</li> <li>Encourage all researchers to consider PRME implications and opportunities associated with their research findings</li> </ul> <p>Strengthen the mechanisms to ensure that leading edge research informs our teaching of PRME issues</p>	<ul style="list-style-type: none"> <li>School research already actively engages with development and SDGs</li> <li>New Research groups include Entrepreneurship and Social Innovation and Inclusive and Sustainable Business Group</li> </ul>	<p>Our vision is to carry out research that combines academic excellence with impact, the goal being to produce research outputs and drive change towards sustainable and responsible business practices.</p>
<b>Partnership</b> 	<ul style="list-style-type: none"> <li>Engage in more collaboration and partnerships with other members PRME members. E.g., Join UK and Ireland Chapter of PRME and develop Enactus project.</li> <li>Develop relationships with socially and environmentally responsible organisations willing to support our initiatives to develop responsible graduates who will help to shape a better future for all</li> <li>Support and develop collaborative projects with Industry and pursue multidisciplinary projects to tackle the issues relating to ethics, CRS and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Student-run Enactus group launched in 2021</li> <li>Member of UK Chapter of PRME with WBS staff attending events</li> <li>Close links developed with organisations such as the Carbon Trust and Social Enterprise UK</li> </ul>	<p>We will empower and engage our students, colleagues and local community to become active citizens for sustainability. In our institutional partnerships, a guiding principle will be to partner with institutions which have similar values and commitment to sustainability and the SDGs.</p>
<b>Dialogue</b> 	<ul style="list-style-type: none"> <li>To engage further with members of our local community and the wider academic community and act as a forum to share knowledge and best practice</li> </ul>	<ul style="list-style-type: none"> <li>Increased engagement with employers and local organisations, from the Baker Street Quarter to Indian Institute of Management</li> </ul>	<p>We will continue to engage with members of our local community and the wider academic community, acting as a forum to share knowledge and best practice.</p>

# WESTMINSTER BUSINESS SCHOOL

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**PRME**

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