

2025 Sharing Information on Progress (SIP) Report: Worcester
Business School

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2025 Sharing Information on Progress **(SIP) Report**

Worcester Business School

September 2025

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Worcester Business School, including key details and basic institutional data.

Mission

Worcester Business School aligns to the University's [Sustainability Mission](#) that seeks to promote principles of sustainability and social responsibility in their broadest sense. Through teaching, research and knowledge exchange activities the University promotes sustainable communities, services and use of physical resources.

Within this University-wide Sustainability Mission, Worcester Business School works to be a responsible, sustainable and ethical business school (our vision) and to inspire all partners in our learning community to have a positive impact on their lives and the lives of others (our values).

Vision

Details of Worcester Business School's Vision is shown within the Mission and Strategy narratives. It is summarised within our logo which is available here: [WBS Logo: Promoting Ethical and Sustainable Business](#).

Strategy

WBS vision mission, values, purpose

View document  Download document 

Strategy Alignment

Worcester Business School: Strategy Alignment

Worcester Business School (WBS) is a sustainable and ethical business school with 3 areas of priority for responsible management education (RME): innovative and inspirational education, impactful and inspirational research and transformation and inspirational partnerships. Through these we will develop the capacities and capabilities of our learning communities to generate sustainable value for businesses and society and work for an inclusive and sustainable global economy.

Our approach to sustainability and RME has developed in recent years, both before and since becoming accredited to PRME in 2019. Through our collaborative and action-oriented approach, we have moved from delivering education for sustainability within a few specialist modules for second- and third-year undergraduates to having RME reflecting the PRME Principles and the Sustainable Development Goals throughout our undergraduate and postgraduate curricula, research, and partnerships.

We use our PRME SIP Report to reflect upon our actions and gaps in our responsible management education. In 2025, we recognise that whilst we have continued to enhance our contribution to the PRME Principles and the SDGs since our last report, we acknowledge that we can further develop our learning and teaching, research, and partnership interventions to accelerate the transformation of our RME. This will help us to continue to inspire and enable a better world and to help change businesses from within.

Institutional History

Worcester Business School: Sustainability Journey

Over the last 10 years Worcester Business School has worked to embed sustainability and responsible management education within our learning, teaching, business practices, and external partnerships. Our sustainability journey has faced challenges which we have faced positively to drive sustainable change.

Our journey has included:

September 2017: – New specialist sustainability undergraduate modules adopted within WBS

September 2019: New specialist sustainability module introduced for postgraduate courses

December 2019: Sign up to PRME

September 2020: Adoption of Graduate Attributes that reflect our values and mission and enable our graduates to have a positive impact on their own lives and those of others. These attributes, which are incorporated in all module teaching and shown in module documentation, are: Social Responsibility, Reflective and Resilient Lifelong Learning, Digital Citizenship, Problem Solving and Teamwork and Effective Communication.

December 2021: Inaugural SIP Report

July 2022: All module outlines include alignment to Sustainable Development Goals

September 2023: Adopted new WBS logo with public commitment to sustainability 'Promoting Ethical and Sustainable Business'

December 2023: Second SIP Report submitted

March 2024: MSc Global Sustainable Management launched

June 2024: Award for 2023 SIP Report received

September 2024: Executive MBA focused on sustainable and ethical management launched

December 2024: External training on responsible business introduced via Hereford and Worcestershire Chamber of Commerce

June 2025: 5-year partnership agreement with Worcester Business Improvement District to support local organisations to develop sustainable business practices. September 2025: Third SIP Report submitted

Further information on Worcester Business School and University of Worcester is available here:

[University of Worcester](#)


[Worcester Business School](#)

Graduates & Enrollment

2024 Statistics	Number
Graduates	296
Faculty & Staff at the University	1200
Faculty & Staff at the Institution	52
Student Enrollment at the University	10,000
Student Enrollment at the Institution	849
Undergraduate Attendance	583
Masters-Level Postgraduate Attendance	229
Doctoral Student Attendance	37
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered


Bachelor Programs

 Bachelor of Arts (B.A.)


Masters Programs

 Master of Science (M.Sc. or M.S.)  Master of Business Administration (M.B.A.)










Doctoral Programs

 Doctor of Philosophy (Ph.D.)








Additional

 EMBA



Undergraduate Degree Programmes

 BA(Hons) Business Management  BA(Hons) Accountancy and Finance
 BA(Hons) Business and Human Resource Management  BA(Hons) Business and Marketing
 BA(Hons) International Business Management  BA(Hons) Digital Marketing
 BA(Hons) Marketing, Advertising and Public Relations  BSc Computer Science  BSC Computing

Masters Degree Programmes

 MSc International Management  MSc Logistics and Supply Chain Management
 MSc Project Management  MSc Marketing  Master of Business Administration
 Executive MBA  MSc Human Resources Mangement

Postgraduate Degree Programmes

 MPhil/MBA  Doctor of Business Administration

Certificates, Professional Development, or Associate Programmes



Help to Grow



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



**UNIVERSITY of
WORCESTER**

Worcester Business School
Promoting ethical and sustainable business

Dr Scott Andrews

Head of Worcester Business School

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PRME SIP Report 3: Message from the Head of Worcester Business School

I am delighted to present Worcester Business School's third Sharing Information on Progress (SIP) Report. With this report we reiterate our willingness to align our core functions and curricula with PRME's Seven Principles and to contribute to the Sustainable Development Goals. We commit to promote responsible management education and embed responsibility, sustainability and ethics in all that we do.

I would like to thank the staff, students and partners who have contributed to our SIP Report, to the evolution of our curricula, research and operational activities, and sustainable projects that continue to establish Worcester Business School as an ethical and sustainable business school.

The objects and narratives presented demonstrate our achievements and acknowledge that we can further enhance our practices and develop our culture to strengthen our convergence of responsible management education, impact and responsible business.

I promise to continue to lead Worcester Business School in the further integration of the PRME Principles and the Sustainable Development Goals into our curriculum, research and operations, and our external and internal partnerships and look forward to sharing our progress with you in our fourth PRME SIP Report in 2026.

Dr Scott Andrews
Head of Worcester Business School

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The University of Worcester is an exempt charity.



Definition of Purpose

Our purpose is to promote ethical and sustainable business through our teaching, research and partnerships.

Institutional Engagement

76% - 100% of faculty at Worcester Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

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

Who Champions Responsible Management Education at Our Institution

- ❖ Individual leader
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Disciplinary efforts within business school

Student Awareness

51% - 75% of students at Worcester Business School are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Worcester Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Courses that support RME

Worcester Business School reports 1 course in 2024 that support responsible management education and sustainable development goals.

Description of Degree Programs with Responsible Management Education in the program

| BMGT2223

BMGT2223 is designed to allow students to explore the (ir)responsible behaviours real-world organisations exhibit and identify and present the improvement actions you think they should implement. Consequently, you will have no right and wrong answers provided for you; rather you will direct your engagement in the following (with the tutors' help of course!!):

- The identification of real-world problems.
- The impacts and implications of these problems. The Sustainable Development Goals are embedded in BMGT2223 as they are now the key driver for change within business and a force for good that you will encounter in your future careers. Knowledge of the Sustainable Development Goals is now an expectation for graduate careers, and the focus of your 3 assignments in this module, so you are strongly advised to become familiar with them.
- Potential solutions to these problems.

Students are equipped with real-world responsible business skills such as sustainability auditing and evidence-based responsible decision making. In addition the use of sustainability practitioners as guest speakers and inclusion of sustainability jobs and news at the start of each lecture exposes students to the real world environment of responsible businesses.



Teaching Awards

In 2024, 1 award was given to faculty and educators at Worcester Business School.

Times Higher Education University of the Year - Shortlisted 2025

Granter: Sunday Times

Grantee: University of Worcester

Award Description:

The Sunday Times University of the Year is an annual award given to a British university or other higher education institution by The Sunday Times. More details are available via the link attached.

Educator Recognition

At Worcester Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores

Teaching Voices

The following statement demonstrates ways in which educators at Worcester Business School support sustainability and responsible management in their classrooms.

Worcester Business School: Examples of Responsible Management Education Teaching Practice

1) Help to Grow: Management Course – Jo Murphy, Business Development Manager

Impact:

- Worcester Business School has delivered 5 cohorts of the Help to Grow: Management Course, resulting in 90 SME's successfully completing the course and mentoring programme.
- Sustainability and responsible management are cross-cutting themes throughout the course emphasising their importance as strategic priorities for long term business success. It explores how sustainability can drive the identification of opportunities and inspire innovation and problem solving which are key to having a good brand profile, being attractive to suppliers, investors and customers, and for recruiting and retaining talent.

The Help to Grow: Management Course delivered by Worcester Business School (WBS) is a government-backed leadership course aimed at Senior Managers in small and medium sized businesses (SMEs). It was designed in collaboration with industry experts, experienced entrepreneurs, and business schools to provide the practical skills and knowledge required to enhance sustainable business practices. WBS is the region's largest deliverer of Help to Grow: Management Course and has consistently received positive feedback for both the value of the course and our commitment to responsible business practices.

The UN Sustainable Development Goals (SDGs) are a core part of the course content, and we encourage business leaders to embrace these as part of their leadership values, business model, growth planning activities and strategic decision making. Examples and case studies are used to showcase how sustainability practices put positive societal and environmental interventions at the heart of businesses and contribute to the SDGs such as sustainable supply chains, reducing carbon

emissions and energy reduction actions. Through our delivery of the Help to Grow: Management Course, in a blend of online and face-to-face sessions, WBS contributes to SDG4 and helps our local SMEs to contribute directly to SDGs 3, 7, 8, 9, 12 and 13.

WBS has continued to support the SME members of the five cohorts of Help to Grow: Management Course delivered to date through the creation of a Help to Grow Alumni Network. This offers training sessions and networking events focused on sustainable business practices, with a new course of Carbon Literacy Training planned for summer 2025. Additional training on Net Zero and practical adoption of responsible business initiatives are planned for the next 12 months to run alongside further cohorts of Help to Grow and the ongoing mentoring programme.

2) Sustainability in Computing – Richard Wilkinson, Head of Department, Computing

Impact

- All computing students are engaged in the social and environmental risks of IT and how Sustainable IT and Green IT can be used to mitigate them.
- In their assessed reflective journals, many students recognise the issues around IT that they frequently had not been aware of and often become champions for sustainable IT.

In our module *IT Systems Fundamentals*, which is mandatory for all first year Computing students, we focus on how information systems are used in business, how we create such information systems with databases and how to analyse the data held in these systems, often in vast amounts. Within this and as an overarching theme we cover the topic of Sustainable IT and Green IT and link these to SDGs 5, 8, 9 and 16. In a world of 'Big Data' there are vast resources in terms of power and water used to run and cool these systems and data warehouses, so it is crucial that the students understand this and how to best optimise such systems to limit the damage being through the use of these resources.

Giving these students an understanding of the social and environmental risks of IT and a knowledge of how to mitigate them not only empowers them to become more knowledgeable of this for their future workplaces, but frequently opens their eyes to something they were unaware of. Students often comment in their assessed reflective journals on how they had not considered the environmental issues around IT and often become champions for the need to use IT sustainably and considerately. In fact, one student who previously studied this module is currently developing a sustainability app with a fellow student, the 2024 BOSS competition winner. This is something that we would like to see more of and will continue to promote such opportunities in students' future modules, such as the follow-on second year 'Systems' module and third year 'Projects' modules.

All students on our three Computing MSc courses will study a mandatory *Digital Ethics, Equality and Governance* module as well as have opportunities to complete their dissertation in this area. This module explores the societal, industrial and psychological impact of emerging technologies, the principles of ethical design, and the challenges of ensuring equitable and sustainable access to digital

services. Students will critically analyse real-world case studies and develop strategies for promoting responsible innovation, digital rights, and inclusive governance frameworks for technology systems. The ethos of this module is that as champions of technological transformation we also need to be authorities on ensuring those technologies benefit us all.

The challenge for us is to continue to engage our students in Sustainable IT and Green IT in line with global changes and challenges. We will continue to refine the content to ensure that students continue to see the relevance in this, and fortunately most do.

3) SDG Card Games – Dr Kay Emblen-Perry, Principal Lecturer in Sustainable Management and PRME Lead

Impact Purpose:

- Card games using the SDGs can be engaging for third year undergraduates in both learning about the SDGs and the analysis of a case study.
- Card games are sufficiently flexible to be developed for other students, such as postgraduates and executive learners.

To promote students' understanding of the SDGs and their usefulness in analysing a case study, a card game has been created that connects the two. At the start of the lecture for *Rethinking Organisational Values* each student working group is given a case study question card and asked to select a card from the SDG card deck. The SDG card decks were created by Dr Kay Emblen-Perry using the SDG resources provided by the UN with the questions written to reflect the topic of the week's lecture/seminar. Once the cards are distributed, students work together in their groups to answer the questions in relation to the SDG selected using evidence from the case study. Each group then shares their answers with the class.

The activity engages the students in both the case study, which is used across the semester to teach responsible management practices, the SDGs and their application to an organisation along with softer employability skills such as collaboration, influencing, listening and presenting. By using this card game at the start of class it gives time for the students to settle down and for latecomers to join the class with minimal disruption.

Module feedback recognises the students' enjoyment of this activity, consequently it will be developed for postgraduate and executive courses and included in teaching materials in 2025-26.

4) Using principles of SDGs in action to anchor education in ethical leadership – Dr Pamela F. Murray, Senior Lecturer in Leadership and Organisational Behaviour

Impact Purpose:

- Experiential learning framed around SDGs 4, 16 and 17 is used to inform the teaching in ethical leadership.

- Students are enabled to take practical knowledge of ethical leadership into their placements, their third-year studies, and their future workplaces.

My 2nd year undergraduate leadership module, *Leadership Theory and Practice*, was designed on principles of ethical leadership and their connection with the United Nations Sustainable Development Goals (SDGs). SDGs 4, 16 and 17 provided the core rationale for this module and were manifested using Jago's (1982) Leadership Typology. The leadership typology is formatted according to four main cells which facilitated both an understanding of the constructs underpinning each included theory and offered an accessible means for its implementation: 1) Lead by having the right characteristics (referring to qualities); 2) Lead by doing the right thing (referring to behaviours); 3) Lead by adapting what you do to the situation (referring to styles); 4) Lead by adapting the situation to you (referring to contingencies). Module theories were 'housed' in respective cells according to their conceptual make-up.

The in-class practical leadership activities progressively immersed students in aspects of pragmatic or ethical complexity which surface when working alongside, and on behalf of others. Activities included Team Scavenger Hunt, Paired Trust Walk, Group Case Study - British Post Office Horizon Scandal, Team Values Shield, Small Group Communication using Story Telling Cards, Class Key Punch, X & Y Strategy Game, and Saboteur. Class members determined their respective contributions in advance of, or during the discrete learning experiences. As such roles for taking part were invited by a 'challenge by choice' approach where would-be participants identified themselves as appointed leaders, 2nd in charge (2IC), followers, observers, quality monitors, and timekeepers. On occasion 'emergent' leaders came to the fore where the circumstances gave rise to students opting to take over the lead based on the perceived fit of the task requirements with their characteristics, acumen or skills. The Jago framework helped students to navigate, implement and reflect on the taught theory in action.

Through the in-class activities and their review, macro and micro skills of ethical leadership and collaboration for teamwork and followership were elaborated along with an understanding of how these practices could contribute to the realisation of the SDGs. Students were empowered to identify what is involved in leading, affirm their preferred leadership orientation and trial other approaches. Essentially how to gain a sense of accurate empathy with all involved in the influential process of leading was brought to life in a secure yet confronting context.

Overall, this endeavour was highly appreciated by the students as indicated via module feedback. By students taking the risk of getting involved, acting on their qualities and deploying their skills, students enhanced their personal efficacy. The quality of grace shaped the giving and receiving of feedback. Skill sets were built, confidence thresholds exposed and carefully surpassed, and signature strengths discovered. Students also found a means to hear and protect the voices of others, safeguarding the fundamental tenets of ethical leadership.

Fostering Innovation



Somewhat

Teaching and learning at our institution moderately support innovation.

Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset



A lot

Our institution supports a lifelong learning mindset significantly through teaching and learning.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, Worcester Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Overloaded faculty
- ❖ Curriculum inertia

Barriers to Innovative Pedagogy

In 2024, Worcester Business School identified the following barrier to innovating, updating, or taking risks in existing pedagogy:

- ❖ Time constraints



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

We generate impact through practical and theoretical research. Our researchers share a common interest in designing research that is academically rigorous and relevant to practice and the broader community. Our research achieves impactful outcomes for economic, social and environmental challenges and solving problems that are relevant to organisations, businesses and society.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Worcester Business School was awarded funding for research that is:



Socializing Research

In 2024, Worcester Business School contributed research findings to:

- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Local media
- ❖ Open-access platforms

Research Projects

In 2024, Worcester Business School reported 1 research project that implemented responsible or sustainable activities.

Worcester Business School Responsibility Related Research

Period Covering: September, 2024 - August, 2025

Department: Business Administration | Management | Entrepreneurship

Worcester Business School (WBS) has a long-standing record of research related to sustainability, ethical business practices and RME, which we map to the Sustainable Development Goals. Although we do not yet track responsibility-related research in our research tariff process, but plan to for 2026, we continue to generate responsibility-related research outputs. The following outputs with the names of WBS staff highlighted, have been generated since our previous SIP Report:

Bell, R. (2024) Integrating Constructivist Pedagogical Approaches into Chinese Entrepreneurship Education through Value Creation Pedagogy. In: Entrepreneurship Education and Internationalisation Cases, Collaborations and Contexts. Routledge Advances in Management and Business Studies. Routledge, New York, pp. 30-47. ISBN eBook: 9781003378570 • Hardback: 9781032457567. [SDG 4]

Bell, H. and **Bell, R.** (2024) Legitimizing new constructivist practice for entrepreneurship educators: Legitimacy as a framework to examine educators' new practice in China. International Journal of Entrepreneurial Behavior & Research, AOP. pp. 1-20. ISSN 1355-2554. [SDG 4]

Bowers, C., Tomlinson, A., Gaskin, K. and Wray, J. (2024) CHAT2App: Supporting Caregivers of Infants with Congenital Heart Disease. In: Extended Abstracts of the CHI Conference on Human Factors in Computing Systems (CHI EA '24), May 11–16, 2024, Honolulu, HI, USA. Proceedings of the CHI Conference on Human Factors in Computing Systems (43). ACM, New York, pp. 1-9. ISBN 979-8-4007-0331-7/24/05. [SDG 3]

Emblen-Perry, K. (2024) Am I carbon literate? The International Journal of Professional Management, 19 (3). ISSN 2042-2341. [SDGs 12, 13]

Emblen-Perry, K. (2024) Environmental Impact Reduction Micro-Placements: An Opportunity to Overcome Business Management Students' Reluctance to Undertake a Long-Term Work Experience Placement Whilst Stimulating Environmental Improvements in Businesses? In: Sustainability in Business Education, Research and Practices. World Sustainability Series; Series ISSN 2199-7373 • Series E-ISSN 2199-7381 (2). Springer, Cham, Switzerland, pp. 129-144. ISBN Hardcover: 978-3-031-55995-2 • Softcover: 978-3-031-55998-3 • eBook: 978-3-031-55996-9. [SDGs 4, 8, 12]

Haist, J., Kurth, P., **Lau, A.**, Ritter, M. and Hofmann, S. (2024) Work, private, self – towards an integrative framework of accountability: the case of low-status expatriates in precarious employment. The International Journal of Human Resource Management. pp. 1-32. ISSN 0958-5192 (Print); ISSN 1466-4399 (Online). [SDG 8]

Haq, M., Ng, W., Budhathoki, T., Davies, J. and Dana, L.(2025) Microentrepreneurial commitment and perseverance in local communities during the COVID-19 crisis.International Journal of Entrepreneurial Behavior & Research, AOP. pp. 1-27. ISSN 1355-2554. [SDGs 8, 11]

Katamba, D., Wickert, C. and **Nkiko, C.** (2024) Humanism as an Institutional Driver of Corporate Social Responsibility (CSR) Activities. In:Corporate Social Responsibility Disclosure in Developing and Emerging Economies: Institutional, Governance and Regulatory Issues. CSR, Sustainability, Ethics & Governance (CSEG) (F3523). Springer, Cham, pp. 21-44. ISBN Print ISBN 978-3-031-61975-5; Online ISBN 978-3-031-61976-2. [SDGs 8, 16]

Menara, B. (2025) Differentiation, Integration, and Control Dynamics in Multidisciplinary Teams: An Ethnographic Study of Northern Italian Public Addiction Services. Journal of Applied Social Science (JASS), Online (First). pp. 1-16. ISSN ISSN 1936-7244; eISSN 1937-0245. [SDGs 3, 10]

Menara, B. (2025) Individualized Learning Programs in Italian Primary Education: Implications for Social Equity and Educational Outcomes.International Primary Education Research Journal, 9 (1). pp. 156-166.ISSN 2602-4071. [SDGs 4,10]

Murray, A., **Murray, P.**, Howells, K., Uthmani, N. and McMillan, N. (2025) The embodiment of equitable ways to develop agentic wellbeing through movement maximizing personal and general spaces - re-tooling affordances as drivers of social justice. Equity in Education & Society, Online (First). pp. 1-21. ISSN eISSN: 27526461 | ISSN: 27526461. [SDGs 3, 10]

Mwedzi, T. and Sobantu, M. (2024) Childcare Arrangements Amongst Zimbabwean Immigrant Families Living In Soweto, South Africa. Social Work/Maatskaplike Werk, 60 (2). pp. 239-260.ISSN 2312-7198 (online); 0037-8054 (print). [SDGs 1, 10]

Nkiko, C. and Ahimbisibwe, F. (2025) Employment as a Strategic Pathway for Refugee and Host Youth Integration in Uganda. Journal of International Migration and Integration. pp. 1-43. ISSN Electronic ISSN 1874-6365; Print ISSN 1488-3473. [SDGs 8, 10, 11]

Price-Mohr, R. and **Price, C.** (2024) Increasing inter-word spacing reduces migration errors and improves reading comprehension in students with dyslexia. Dyslexia, 30 (4). pp. 1-9.ISSN Online ISSN:1099-0909; Print ISSN:1076-9242. [SDG 4]

Rebehn, C., Nichol, L. and Bell, R. (2024) Northern German Hotel Employees' Expectations of Employer Inducements: Development of a Context-Specific Q-Set.International Journal of HRD Practice, Policy and Research, 8 (2). pp. 66-82.ISSN 2397-4583. [SDG 8]

Samaradivakara, C., **Bell, R.** and Raghubansie, A. (2024) The Conceptualisation of Employability among Higher Education Administrators in Sri Lanka's Turbulent Labour Market. Higher Education, Skills and Work-Based Learning, AOP. ISSN Electronic: 2042-3896. [SDG 8]

Warren, V. and Ford, C. (2025) Ensuring Survival through Business Process Re-Engineering (BPR) in the Manufacturing Industry: The Case of a UK SME. International Journal of Professional Management, 20 (1). pp. 1-20. ISSN 2042-2342 (Online) [SDG 9]

Yasin, N., **Haq, M.**, Dana, L. and Salamzadeh, A. (2025) "Try to keep them dumb and under the thumb": Exploring the 'Darker Side' of Psychological Contracts in 'Overly Embedded' Immigrant Enterprises. Employee Relations, AOP. ISSN 0142-5455; eISSN: 1758-706. [SDGs 8, 11]

In addition to the published research listed, WBS have DBA and PhD students whose research is responsibility related, such as the impact of sustainability-related press releases on chemical industries' share price performance and proposal of a procedure to guide German SME's non-financial reporting requirements. DBAs have been awarded over the last 12 months for research into the following responsibility-related topics:

- Understanding the Responsibilities and Barriers for Sustainability Managers in Corporate Sustainable Transformation in the German Finance Industry
- An Exploration of Halal Requirements and the Response to them in the German Chemical-Pharmaceutical Manufacturing Sector
- Identifying relevant types of tacit knowledge and their influences for a technology transfer of a biotech product from Germany into a brand-new facility in the US

WBS staff have conducted funded research related to responsibility, an example of this is, *AI-powered knowledge management system (AI-KMS) for productivity, planning and strategic decisions* which was funded by the Economic and Social Research Council (Grant number: ES/V002740/1). This research has made significant impact within the NHS, social care service organisations, SMEs and most importantly for older people requiring medical treatment and care. The impact can be summarised as:

- The project developed measures of AI-powered knowledge management system (AI-KMS) for SMEs, social care service organisations and stakeholders to support them in usage and adapting to futuristic AI-powered technological innovations.
- This project contributes to efforts in establishing responsible AI within the UK to enhance the quality life of older people living in care homes and other care setting.
- The project has improved NHS productivity by designing AI tools for the NHS's "hospital at home" scheme that prevent unnecessary bed blocking in hospitals.

The AI-KMS project developed and trialled the use of AI-KMS to facilitate the NHS 'hospital at home' initiative and support front-line social care staff and their wellbeing. The trial involved leadership teams within social care providers using AI for good within strategic planning and productivity decisions that could enhance the quality of life for older people.

The outcomes of this project have been disseminated through public lectures, workshops, and participation in Help to Grow: Management Course training seminar with Robin Walker, MP for Worcester. In addition, four WBS undergraduates conducted their dissertations on the AI-KMS project.

The project is contributing to the success of the NHS 'hospital at home' scheme which is promoting the use of technology to deliver more appropriate and targeted care at home. This not only improves individual's quality of life; it also helps reduce bed blocking in hospitals.

Other funded research and the provision of CPD undertaken by staff within WBS includes,

- UKRI funded research into *Climate Adaptation and Resilience Strategies (CLARS): Socio-Economic Vulnerabilities among Urban Migrants in the Lake Victoria Basin and Great Lakes Region*, a collaborative research project involving McMaster University, Michigan University Potsdam Institute for Climate Impact Research, Mbarara University and WBS.
- *Precarity amongst refugees in the UK*, training funded by social housing provider Ashley Community and Housing.
- *Steps to Net Zero*, training funded by Worcestershire Chamber of Commerce.



Research Presentations Related to RME and/or Sustainability

In 2024, Worcester Business School gave 1 research presentation related to RME and/or sustainability.

Worcester Business School Internal Dissemination of Research

| [DOI](#)

Authors: Dr Sajad Rezaei | Dr Cedric Nkiko | Participant Centred Learning in Management Research Group | Dr James Frederick Green

Date of publication: September, 2025

Presented at: Regional or local issue or theme-specific conference | National or international issue or theme-specific conference

Department: Business Administration | Computer Information Systems | Entrepreneurship

Worcester Business School (WBS) run a series of Research Seminars led by our Research Groups throughout each academic year. In 2024-25, these have included the following responsibility-related seminars:

- October 2024 - *The SDGs as a route to Sustainable Development* by Dr Cedric Nkiko from the Sustainable Organisations Research Group.
- December 2024 - research discussions led by [the Participant Centred Learning in Management Education](#) Research Group.
- April 2025 – *The use of AI to prevent bed blocking* by Dr Sajad Rezaei from [the Digital Innovation and Intelligent Systems Research Group](#).
- June 2025 – *Rodents, bodily functions, and dirty plates: ‘Dirt management’ in the UK pub industry* by Dr James Frederick Green from [the People and Work Research Group](#).

In addition, in November 2024, the Interpersonal Relationships and Wellbeing Research Conference was held with participation from researchers from all WBS departments and other Schools within the University of Worcester.

Worcester Business School Doctoral Research

Worcester Business School (WBS) doctoral students are currently enrolled in both [PhD](#) and Doctor of Business Administration ([DBA](#)) programmes. The DBA programme is run in partnership with Fachhochschule des Mittelstands, and as such offers the possibility of completing a professional doctorate in Germany, which is not widely offered within the German Higher Education system.

Our DBA and PhD students undertake three taught modules at the start of their research journey to equip them with the necessary skills and expertise to for successful completion. Within these three modules responsibility, research integrity, ethics and the impact of culture are considered from the perspective of understanding of how they apply to the design and undertaking of a research project and are assessed within module assignments. However, RME learning objectives are not specifically included at programme level.

During their doctoral journey researchers are supported by their supervision team and the Researcher Development Programme, a package of training and development which provides them with the general and subject-specific knowledge, skills and behaviours to support them in the completion of their research degree.

All doctoral students receive training on research ethics and are supported by their supervisors and the ethics peer review process to develop an ethical research project. Additionally, there is an ethics and research integrity course which is available via the doctoral VLE (Blackboard), for students to complete. For the DBA there is also a series of [three short videos](#), which were developed as part of a Green Impact Project to explain the value and potential process of linking business research to the Sustainable Development Goals. These videos are integrated into the DBA teaching.

In addition, doctoral researchers are encouraged to join relevant Research Groups and engage in wider research activities, including presenting, engaging with research and attending research events. There is an annual Postgraduate Research conference which brings together researchers from across the University and other local universities to develop and share their ideas.



Research Barriers

In 2024, Worcester Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Retention and engagement
- ❖ Time constraints



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

Worcester Business School engage with stakeholders within our formal and informal internal and external networks to advance responsible management education and ethical and sustainable business practices.

Institutional Partnerships

- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 4 key partnerships at Worcester Business School.

Chartered Association of Business Schools

Worcester Business School is a member of the Chartered Association of Business Schools (CABS). Through our membership we network with key stakeholders and develop capability and capacity to develop and promote responsible management education. We share formally and informally share experiences of responsible management education to build knowledge and understanding via conferences, discussion groups and local networks. Worcester Business School staff and students also participate in CABS conferences to share knowledge and learning.

European Foundation for Management Development

As a member of EFMD, Worcester Business School participates in the sharing of information, good practice, etc through networking and research.

Network of International Business Schools

As a member of the Network of International Business Schools, Worcester Business School shares learning and good practices of responsible management education to prepare our students to succeed in their future careers.

Chartered Management Institute

Through our work with the Chartered Management Institute, we build our students capabilities in leadership and management, This is demonstrated by the membership awards received.

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Worcester Business School support sustainability and responsible management education.

Examples of Partnering with External Organisations to Drive Responsible Management

1) Sustainability in Action at Wye Valley Brewery - Laura Swain, Business Development Team

Impact:

- Sustainability good practice was shared with local small businesses
- The event highlighted SMEs' need for more sustainability support and is being acted on

On 6th September 2024, Worcester Business School (WBS) partnered with Wye Valley Brewery to deliver a Help to Grow: Management Course Alumni Event focussed on sustainability in business.

The event was inspired from the feedback received from Help to Grow: Management Course participants who wanted to enhance their sustainability subject knowledge to support their continued business growth journeys. Wye Valley Brewery, winners of the SIBA Best Green Business Award, hosted the event and shared their knowledge and achievements as a local business with ongoing sustainability objectives and strong community values.

Throughout the day, attendees participated in a series of case-study seminars led by sustainability practitioners from Wye Valley Brewery, WBS and The Wye and Usk Foundation. They also witnessed the brewery's current sustainability interventions in action and learned about future planned initiatives whilst on a brewery and site tour.

The Brewery were forthcoming in sharing good practice for successful business growth strategies designed around sustainability. This support for small and medium-sized enterprises (SMEs) aimed to encourage the attendees to take responsibility for reviewing and renewing sustainability efforts and protecting the environment.

Feedback from attendees highlighted the value of experiencing the sustainability journey of a successful business developed around voluntary practices with a long-term view.

The positive response to the event has encouraged WBS to work with local SMEs to host similar events centred on sustainability. A plan is underway for future partnerships with local businesses who have a successful business story to share.

2) Providing information and encouraging dialogue and to develop sustainability understanding and practice - Dr Kay Emblen-Perry, Principal Lecturer in Sustainable Management and PRME Lead

Impact:

- People from local SMEs, public sector organisations and professional bodies have engaged with responsible and accountable management education and practice through Carbon Literacy and Steps to Net Zero training.
- Participants recognise the value of this for developing understanding and sustainability practice
- .

Dr Kay Emblen-Perry works with external organisations to create and deliver Net Zero training. For example, in December 2024 a *Steps to Net Zero* was written and delivered for the Herefordshire and Worcestershire Chamber of Commerce. Through this local SMEs were engaged in the growing need for environmental stewardship, potential interventions available and provided a route map to follow to reduce their direct and indirect carbon emissions. Feedback from the participants recognised the value of this course; two more courses are planned for the next academic year.

In addition, internal WBS Climate Literacy Training has been delivered for WBS staff and the Executive MBA (EMBA) participants. As sustainability is the key focus for the new EMBA (more details are available in our response to PRME SIP Report Q3), the course induction included Carbon Literacy training to prepare the students for the demands and development of sustainability stewardship strategies within the course.

Climate Literacy training has also been provided for the Chartered Institute for IT, Hereford and Worcester Branch. The seminar, titled the Carbon Footprint of Computing, was held in December 2024 for an audience of local SMEs, IT practitioners and WBS Computing Students. It discussed the environmental impact of IT and the demands for sustainable business practices and environmentally friendly technologies within the IT sector.

To further develop our positive impact, Dr Kay Emblen-Perry and the Business Development Team have been working with West Mercia Police and Indegu (<https://indegu.co.uk/>) to develop a Climate Change e-learning package and with Worcestershire Business Improvement District to establish a local sustainable and responsible business enhancement partnership. The launch event of this partnership programme will be held on 3rd July. In addition, Climate Literacy training will be delivered for the Help to Grow Alumni Network in summer 2025 and further Additional Steps to Net Zero Training will be delivered for the Herefordshire and Worcestershire Chamber of Commerce in academic year 2025-2026.

3) Student Led Consultancy Project – Enhancing responsible management practices with West Mercia Women's Aid - Carolina Furtado, Business and Finance Student

Impact:

- An environmental audit was undertaken and opportunities for impact reduction identified
- Using the audit findings, a sustainability policy was drafted to align environmental values and daily operations
-

As a Student Consultant with West Mercia Women's Aid, I worked to develop and implement an environmental audit to identify and record current environmental practices. From the audit findings I identified and prioritised actions in need of improvement and crafted tailored interventions to address these gaps and enhance the organisation's sustainability practices. This initiative aligns with the institution's commitment to providing support to vulnerable women while minimizing its ecological footprint.

In addition to this auditing role, I collaborated with the management team to draft a comprehensive sustainability policy, ensuring that West Mercia Women's Aid environmental values are reflected in their daily operations and long-term goals.

Through this project, I acted to empower the organisation to adopt sustainable practices that not only reduce environmental impact but also serve as an example for other community-based organisations. This effort highlights the intersection of social support and environmental responsibility, demonstrating how small changes can create a broader positive impact.

Worcester Business School: Partnerships

Worcester Business School's governance structures for partnering

WBS follows the University's [Collaborative Academic Arrangements Policy](#) in our activities related to academic partnering, such as partnerships for course provision. This policy defines the types of academic/educational partnerships that we may enter, and the processes associated with this such as partnership approval and review.

For collaborative arrangements such as consultancy partnerships WBS rely on bespoke agreements, with each forming a partnership Memorandum of Understanding in which the Head of School is the official signatory.

Worcester Business School's partnering practices

Worcester Business School (WBS) engage a range of people from business, government, civil society, and academia to advance responsible and accountable management education and practice. Our partnering activities with local for profit and not for profit organisations, local, regional and national governmental and blue light bodies generally start from a need for problem solving and evolve into activities that inform, promote dialogue and act to make change. By combining these both within and across partnering interventions we recognise that we have delivered a greater impact and engaged our partners in changing from within. Examples of our partnering practices are included below.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

Worcester Business School promote responsible management education and embed responsibility, sustainability and ethics in all that we do.

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water

Policy Documents Related to RME and/or Sustainability

Worcester Business School- Responsible and accountable management principles

[View document](#)  [Download document](#) 

Worcester Business School- Delivering the Business School's Commitment to Responsible Management Education Practices

[View document](#)  [Download document](#) 

Practice Awards

In 2024, Worcester Business School received 2 awards for responsible and/or sustainable practices.

2024 PRME Recognition of Excellence Award

Granter: PRME

Grantee: Worcester Business School

Award Description:

Worcester Business School in Worcester, United Kingdom, became a signatory in December 2021, and submitted this, their second report in December 2023. The jury appreciated the way that the report transparently reported on multiple completed as well as failed initiatives taken by the university in relation to PRME as well as the efforts it made to demonstrate the impact of these initiatives.

Green Impact Awards

Granter: SoS UK

Grantee: Worcester Business School

Award Description:

Green Impact brings the university community- student volunteers, research programmes, and external organisations to empower individuals and departments to reduce their sustainability impacts by encouraging, rewarding, and celebrating sustainability improvements.

Practice Voices

The following statement from stakeholders at Worcester Business School demonstrates our commitment to sustainable and responsible practices.

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Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Engagement Opportunities

Worcester Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Open faculty and student meetings and town halls
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Worcester Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Alumni and donors
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks
- ❖ Government and policy makers
- ❖ Boards and advisory committees

Sharing Voices

The following statement from stakeholders at Worcester Business School demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Worcester Business School: Examples of Press Releases Related to Responsible Management Education

Examples of our press releases related to Responsible Management Education and practice includes:

New Course Explores Impact of Climate Change on Policing (Tuesday, 24 June 2025)

<https://www.worcester.ac.uk/about/news/2025-new-course-explores-impact-of-climate-change-on-policing>

University of Worcester Business School and Worcester BID Unite to Help City Businesses Work Towards Net Zero (Friday, 04 July 2025)

<https://www.worcester.ac.uk/about/news/university-of-worcester-business-school-and-worcester-bid-unite-to-help-city-businesses-work-towards-net-zero>

Dozens of Students Dressed to Impress Thanks to Kind Community Donations (Wednesday, 23 July 2025)

<https://www.worcester.ac.uk/about/news/dozens-of-students-dressed-to-impress-thanks-to-kind-community-donations>

Government-backed Help to Grow Programme Helps Spark 50% Retail Growth for Local Business (Monday, 11 August 2025)

<https://www.worcester.ac.uk/about/news/government-backed-help-to-grow-programme-helps-spark-50-retail-growth-for-local-business>

Communication Barriers

Worcester Business School faces the following barriers in transparent communications:



Media visibility



Inconsistent updates

SIGNATORY

Worcester Business School



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Castle Street, Worcester, WR1 3AS
United Kingdom



Website

<https://www.worc.ac.uk/>