

2024 Sharing Information on Progress **(SIP) Report**

Bradford University School of
Management

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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.





Values

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

RME Leadership Accountability

At Bradford University School of Management, accountability for responsible management education is structured as follows:

Yes, but the role is formalized elsewhere within the PRME signatory's organization (e.g., center/institute leader, faculty/staff member), but not in senior leadership team

Person who is accountable and responsible for RME

Since 2020, our school has demonstrated a strong commitment to fostering ethical and sustainable business practices by appointing a dedicated Lead for the United Nations' Principles of Responsible Management Education (UN-PRME). This pivotal role is central to our mission of integrating responsible management education (RME) into every facet of our academic and operational framework.

The appointed UN-PRME Lead holds the key responsibility of ensuring that the principles of responsible management are not only incorporated into the curriculum but also deeply rooted in the culture of our institution. This includes actively working with faculty to embed RME principles in course content, pedagogy, and assessment, thereby preparing our students to be conscientious leaders who can navigate the complexities of modern global challenges with integrity and sustainability in mind.

Beyond curriculum development, the UN-PRME Lead plays a critical role in raising awareness of responsible management among both staff and students. This involves organizing workshops, seminars, and events that highlight the importance of ethical decision-making, corporate social responsibility, and sustainable development. By fostering a community-wide understanding of these issues, the Lead ensures that RME principles resonate throughout the school, influencing not just academic learning but also the broader institutional culture.

Furthermore, our UN-PRME Lead serves as a vital link between the school and the UN PRME UK Chapter. In this capacity, they facilitate the exchange of best practices, collaborate on initiatives that advance responsible management education, and ensure that our school remains at the forefront of global efforts to promote ethical and sustainable business practices.

Through this dedicated leadership, our school reaffirms its commitment to producing graduates who are not only equipped with the skills to succeed in the business world but also imbued with a deep sense of responsibility towards society and the environment. The role of the UN-PRME Lead is, therefore, integral to our vision of nurturing the next generation of leaders who will contribute positively to the global community.

For the past two decades, as a proud UN PRME signatory, our school has embedded the principles of responsible management at the core of its academic and research endeavours. This commitment has profoundly shaped our strengths in key research domains, including marketing (with a particular focus on digital marketing), business analytics, the circular economy, digital governance, and finance. Our emphasis on responsible management has not only enhanced these areas but also fostered smaller pockets of excellence in entrepreneurship and innovation research.

As we continue to evolve, we recognise the importance of expanding our influence in the critical areas of sustainability and the digital economy. By integrating responsible management principles across these growing fields, we aim to make a lasting impact on global business practices and contribute to a more sustainable and ethical future. Our dedication to responsible management education ensures that our research and teaching not only reflect the highest academic standards but also address the pressing challenges of our time, preparing our graduates to lead with integrity and purpose in an increasingly complex world, aligned with our School's mission.

Organizational Structure for RME

The following organizational entities at Bradford University School of Management are responsible for RME:

- ❖ No Entity Yet



Teach


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

RME Elements in Degree Programs

Bradford University School of Management integrates responsible management education into its degree programs through 4 different approaches:

Guest Speakers and Showcase Events

Examples of responsibility-related regular research seminars

 The School of Management (SoM) research seminar series are organised respectively by distinct research clusters. The SoM research seminar series presents a great opportunity for staff and postgraduate research students to share, learn from each other's research endeavours, and tap into the expertise and experiences of external speakers. A key purpose of these seminars is to showcase the outstanding responsible management related research conducted by faculty members and fostering a spirit of collaboration and mutual learning in a collegiate environment. The seminars/workshops are held approximately once every month. Each session last approximately one hour including time for Q&A and discussion. A sample of the detailed schedule, including topics, presenters, format, and links are available in this statement's supporting link/attached document.

Date

October, 2023 - November, 2023

Location

The School of Management's Executive Teaching Facility (Ex MBA Room); Online; HORT/D0.09 of Horton Building

Speakers

Dr Thang Ho; Dr Akiko Ueno; Professor Eva Kipnis

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SCHOOL OF MANAGEMENT RESEARCH
SERIES - Late 2023

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Examples of responsibility-related conferences

On the 30th of November 2023, the SoM organised a Mini-Conference on Decolonisation: Implications for Business and Management Schools. This was a 2-hour online mini-conference that was underpinned by the SoM's Equality, Diversity, and Inclusion Forum. Graced by the presence of two distinguished speakers (Dr. Zaian Gedema of Northumbria University, and Dr. Leon Moovis of the University of Liverpool), the target audience were the SoM staff and all interested participants. This mini conference was driven by three key objectives that have been provided below, and you may also refer to the supporting communication evidence. Key Objectives:

- o Promote Awareness and Discussion on the concept of decolonization within Business Schools.
- o Explore the Significance of decolonization in the context of business education.
- o Provide a Platform for the exchange of ideas and perspectives among colleagues.

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SOM Decolonisation Mini Conference

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The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Description of the business model with RME in all educational efforts

Responsible Management Education (RME) is central to the School of Management's educational vision, shaping not only our academic offerings but also driving our entire business model. This commitment is rooted in the School's ethos to "make a difference," a principle that has been further strengthened under the Strategic Plan 2020/25. The plan ensures that Equality, Diversity, Inclusion, and Sustainability (EDIS) are embedded across all five sub-strategies, aligning our efforts with the highest standards set by the 'triple-crown' accreditations (AACSB, AMBA, EQUIS) and the UN Principles for Responsible Management Education (PRME).

Our vision of being a leader in RME is realised by embedding responsible, ethical, and sustainable management principles into every aspect of our operations and educational programmes. This approach is not just an academic pursuit but a comprehensive strategy that influences our governance, curriculum design, and pedagogical innovations. EDIS principles guide the development of all courses, programmes, and non-degree offerings, ensuring that every student, regardless of their course of study, is equipped with the knowledge and skills to contribute to a sustainable and inclusive future.

The integration of Responsible Management Education (RME) into the School of Management's educational vision has profoundly shaped our approach to teaching, research, and community engagement. By embedding Equality, Diversity, Inclusion, and Sustainability (EDIS) principles into our strategic framework, we align with the highest standards set by the 'triple-crown' accreditations and the UN Principles for Responsible Management Education (PRME). This comprehensive approach ensures that our curricula, pedagogical innovations, and research initiatives are all designed to foster a generation of responsible leaders who are well-equipped to tackle global challenges with ethical integrity and a commitment to sustainability.

The impact of this commitment is evident in the transformative experiences we offer our students. From the International Masters Summer School on Sustainability and Circular Economy to the inclusive use of technology that supports diverse learning needs, our programmes are designed to provide practical, real-world insights while promoting an inclusive and supportive learning environment. Our dedication to RME not only enhances the quality of education but also strengthens our research culture, contributing to impactful and globally recognized studies. Furthermore, our engagement with the community and commitment to

staff development reflect our broader goal of fostering a positive, inclusive, and sustainable impact across all areas of the School's operations. This holistic approach not only drives excellence within our institution but also ensures that our graduates are prepared to lead and innovate in ways that contribute to a more equitable and sustainable future.

The School's commitment to RME extends beyond traditional teaching methods. We have integrated Education for Sustainable Development (ESD) into our curricula, ensuring that students are exposed to and actively engage with the concepts of sustainability and responsible management. Through initiatives like the International Masters Summer School on Sustainability and Circular Economy, we provide practical, hands-on experiences that reinforce classroom learning and prepare students to tackle real-world challenges. Additionally, the use of technology has been expanded to promote inclusivity, ensuring that all students have access to high-quality learning experiences, regardless of their circumstances.

Our dedication to RME also shapes our research culture, where EDIS principles foster a collegial, vibrant, and impact-focused environment. By mentoring early career researchers and facilitating the production of globally recognised research, we continue to advance the frontiers of knowledge in responsible management. Moreover, our engagement with the broader community through guest lectures, faculty and student representation on committees, and themed events underscores our role as a catalyst for positive change, both locally and globally.

At the heart of the School's strategy is a commitment to people and organisational development, guided by the revised principles of Athena Swan. This commitment ensures that our diverse faculty and staff are supported in an inclusive environment that promotes professional and personal growth. In essence, RME is not just an educational focus but the foundation of the School's mission, driving excellence in all our endeavours and ensuring that our graduates are equipped to lead with integrity and purpose in an increasingly complex world.



Research


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

RME Elements in Research

Bradford University School of Management incorporates responsible management education into its research endeavors through 3 different methods:

Regular Research Seminars

Examples of responsibility-related regular research seminars

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Research Conferences

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SOM Decolonisation Mini Conference

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PhD-Level RME Courses

Examples of PhD-level course syllabi with course-level RME learning goals

The PhD-level course syllabi is enriched with core learning goals - some of which capture the tenets of responsible management education, and certain corresponding expectations that postgraduate students ought to satisfy in order to be awarded the PhD degree.

Department

School of Management

Learning Object Subject

Doctor of Business Administration (DBA - Bradford) Programme Specification

Educational Level

Undergraduate Qualification and above.

Learning Outcome

Programme Learning Outcomes: The DBA programme is intended to produce executives, managers and leaders who, through gaining comprehensive knowledge about research methods, are able to apply them to critically exploring contemporary organisational and managerial practices. DBA graduates will be able to clearly communicate complex and advanced theoretical and empirical research to specialist and practitioner audiences in order to contribute to the development of knowledge of and/or professional practice in organisations. To be eligible for the Framework for Higher Education Qualifications Level 7 award of Postgraduate Certificate in Management Research, students will be able to: 1. Demonstrate a critical and systematic understanding of contemporary academic knowledge and current organisational/management challenges, which are at the vanguard of both academic discipline(s) and professional practice(s). 2. Demonstrate a comprehensive understanding of the philosophy of research methods and how this informs research design, methods, analysis and the presentation of data. 3. Develop comprehensive knowledge of quantitative, qualitative and mixed methods in order to conduct independent empirical research and create, analyse and interpret new knowledge in the discipline. 4. Understand the importance of ethical practices in research, and conform with highest standards of research ethics in accordance with university regulations and the wider academic community. 5. Demonstrate self-direction, autonomy and originality as an independent researcher in conducting empirical research and addressing contemporary organisational/ business challenges at an advanced level.

Additionally, to be eligible for the FHEQ Level 7 award of Postgraduate Diploma in Management Research, students will be able to:

6. Critically assess current research and advanced scholarship in the discipline, develop critiques and new empirical and/or conceptual research.
7. Communicate and disseminate empirical research findings and conclusions to both specialist and practitioner audiences.

Additionally, to be eligible for the FHEQ Level 8 Degree award Doctor of Business Administration, students will be able to:

8. Create and interpret new knowledge through original independent empirical research, which is at the vanguard of both academic discipline(s) and professional practice(s), which is worthy of publication.
9. Demonstrate self-direction, initiative, and originality in order to make informed judgements about complex issues in research fields. Be able to clearly communicate complex and advanced theoretical, conceptual, and empirical ideas effectively to specialist and practitioner audiences.
10. Conceptualise, design, and conduct a significant research project in an employing organisation for the creation and generation of new knowledge, which will make a substantial contribution to both academic theory/ concepts and organisational/ management practice.
11. Address complex and contemporary challenges for business and society. These may include, but are not limited to, such issues as globalisation, corporate social responsibility, and sustainable development.

Interactivity Type

This is a face-to-face course. The DBA programme is structured in two parts: Part 1 comprises four taught modules followed by the Progression to DBA Research Stage module, and Part 2 relates to the doctoral research-based thesis. Part 1 consist of 120 credits, and Part 2 of 420 credits, with total volume of 540 credits. All modules are core to the programme. Students should expect to spend at least 2 years in each 'part' of the programme. The four taught modules (20 credits each) allow the student to cumulatively develop advanced and critical knowledge of and experience in research methods. Part 1 is equivalent to the first 2 years of study on the 48-month DBA. In order to progress to Part 2 students will complete a Progression to DBA Research Stage and defend their research plans in front of a panel consisting of the DBA Director of Study, an internal assessor and their supervisors. The Progression to DBA Research Stage Report comprises an extended research proposal of 7000 words, setting out – Introduction, Literature Review and Methodology and also include a plan for how the detailed empirical research will be carried out. In Part 2 of the programme, the student will produce a 60000 word thesis (420 credits) over a period of at least 2 years, based on original research carried out within an organisation or organisations.

Learning Object Description

One of the School of Management's main aims is to address major challenges for business and society such as globalisation, Corporate Social Responsibility (CSR) and sustainable development. We will seek to prepare the student to be able to contribute to the debates in these key areas and to critically appraise the relationships between the social, environmental and economic dimensions. There are 3 Peer Review Workshops per academic year and this is

the forum in which these topics will be explored in depth: they will be asked to relate their evolving ideas to these and any other major challenges identified by the DBA students themselves. These will be a mixture of online seminars (synchronous) and face to face seminars. We recognise that DBA students are often at the cutting edge of developments in globalisation, CSR, business ethics, sustainable development, etc., and our aim is to ensure that all participants can learn from each other, as well as from academic staff. Our intention is to encourage debate amongst peers so that the student will continue to develop their own values and understanding of sustainability and CSR in a global context and how it applies to their own situation. The international nature of the DBA student cohort will expose them to perspectives that they may not otherwise come across and the peer to peer debate is an essential part of the DBA learning and teaching strategy. DBA students will have the opportunity to give specialist lectures on their academic research and/or area of management/organisational expertise in our International Guest Lecture Series. This opportunity is available throughout the DBA and these guest lectures are attended by post-graduate, under-graduate and academic members of staff. DBA students are also invited to the Annual Doctoral Conference at the Faculty of Management, Law and Social Sciences. Students can deliver full papers, developmental papers, or present posters and this is an excellent networking opportunity.

[Supporting Links](#)

DBA-Doctor-of-Business-Administration-
Bradford-2324

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Partner

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

Partnership Approaches for RME

Bradford University School of Management partners with external stakeholders to advance responsible management education through 4 different approaches:

Knowledge Translation and Dissemination

Description of partnering activities that involve informing

The School runs various initiatives and activities to support local communities and businesses in Bradford and the Yorkshire-Humber region. These cover a broad range of themes, including developing business ideas to diversifying and growing the business. This commitment is demonstrated through several key initiatives, such as the followings:

Business incubators and start-ups programmes: The university operates business incubators and accelerators that support small business startups, through DHEZ, Open Innovation Team, and more recently, Brdaford Redunchintalaa Enterprise Ecosystem (BREE). Barring BREE, the success rates and growth metrics of these businesses are regularly tracked and analysed.

Collaborative Projects: Partnerships with local and national business associations help the university stay attuned to the needs and challenges of the small business sector. Joint projects such as Knowledge Transfer Partnership and research initiatives such as Bradford Business Challenge, which are offered based on the School's expertise, provide benefits to the partners in addressing their challenges. Through courses, students and faculty engage in consulting projects with small businesses, providing real-world solutions and receiving firsthand insights into the business challenges and successes. The outcomes of these projects are documented and analysed to assess impact.

Research and Innovation: Faculty research often focuses on small business development and innovation. The findings from this research are disseminated through publications and conferences, contributing to a broader understanding of the sector's dynamics.

Activities in the sphere of community and business engagement revolve around the School's established 'Knowledge Transfer Network' (KTN). Networking seminars and events have been offered through this platform for over 20 years to approximately 3,000 SMEs in Bradford. Post-pandemic, with waning interest in webinars, the School has launched its own "Podcast Channel" on "Responsible Management", in addition to hosting periodic onsite KTN events. The Podcast has proven to be impactful, reaching a global audience, achieving 1000 listens by May 2024.

The School also delivers the "Help to Grow: Management Programme". This is a 12-week programme (that is 90% funded by the Government) for business owners who learn from expert lecturers to develop knowledge, and skill sets whilst continuing to run their businesses. The programme supports building capabilities in leadership, innovation, digital adoption, employee engagement, marketing, responsible business and financial management which will assist the business owners to develop a growth plan for their organisation. The programme also includes explicit consideration of sustainability and diversity as cross-cutting themes. The next intake for this programme is in September 2024.

The most recent initiative engaging the local business communities are Bradford Top 100 SME and Bradford Business Together. Aligned with its ethos of inclusion, the School engaged with and offered support to vulnerable community groups via specialist programmes, such as the New Dawn Enterprise Programme for prison leavers, and collaboration with Mercy Mission and the National Zakat Foundation aimed at supporting refugees within the Bradford community to develop business ideas.

Formalized Partnership Governance

Collaborative Change Action

Description of partnering activities that involve acting

Inspired to be a thought leader in the business and management discipline, the School partners with various stakeholders, such as business leaders, corporate organisations and businesses, accreditation bodies, academic institutions, and government bodies, in a myriad of activities across different spheres—both in-curricular and off-curricular—that serve as catalysts for actions. This is in line with the School's mission to make a difference and the university's role as a civic university.

These activities had led into meaningful actions, across different streams.

Below are the examples of activities that triggered entrepreneurial actions among the students:

- **Entrepreneurs Across Borders (EAB):** The programme is an international mobility platform for Bradford entrepreneurial students to engage and work with partner universities (e.g. Koc University, Turkey and University of Qatar), and their local innovation and incubation facilities. For instance, students who participated in EAB in Qatar, which was coincident with the World Cup 2022, had an opportunity to engage with sports business incubators, and pitch their business ideas to a panel of local entrepreneurs. Successful business ideas were further polished and supported by a dedicated team at the School, leading to business start-ups.
- The School has offered two **Accelerated Student Entrepreneurship Programmes (ASEP):** Bradford and UK-China. Each consists of two 4-5 day workshops spaced around three months apart. Bradford's ASEP starts with introductions, idea generation, and team building, followed by refining and testing business plans. The second workshop is a week-long entrepreneurship boot camp, where teams refine prototypes, prepare presentations, and pitch to investors. The UK-China ASEP programme, in collaboration with Chinese partner universities, involves students from Bradford and China meeting in Bradford for the first workshop, then traveling overseas for the second, which includes a 'Dragon's Den' session. Completing this programme opens up opportunities for joint enterprise initiatives with Chinese partner institutions. The programme, which started in the 2016/17 AY, was suspended in the 2019/20 AY due to the pandemic and resumed in the 2023/24 AY. Each year, we received applications from up to 100 UoB students. Twenty-four places are offered each year, of which 12 are for UoB students. The selection process involves an assessment centre where applicants are required to role-play a business case scenario that leads to an idea pitch. Since its inception, the programme has benefited 96 students.
- **World Technology Universities Network (WTUN):** The School, a founding member of WTUN, engages in entrepreneurship activities within the network. Professors Grinevich and Spicer presented at the WTUN Congress in Germany in 2023, focusing on the School's entrepreneurial endeavours. It actively supports the WTUN Hackathon for climate action, fostering collaboration among students from various universities to develop solutions for real-world climate issues. Dr. Smit, an expert in circular economy, opened the event, while Professors Grinevich and Spicer mentored participants. Alongside colleagues from other universities, Professor Spicer served as a judge for the final pitching event, where the winning and runner up teams included students from Bradford collaborating with peers from India, Austria and Thailand.

- **International Business in an Emerging Economy programme, Sri Lanka:** Involving the MBA and MSc students and graduates, this immersive learning experience provides first-hand exposure to the challenges and opportunities of conducting business in emerging markets. By collaborating with partner institutions in Sri Lanka, the school creates a platform for cross-cultural learning and knowledge exchange, empowering students to develop a global perspective on small business dynamics.
- Closer to home, the School collaborated with other **Yorkshire Universities to promote the Help to Grow: Management** programme by collaboratively sponsoring the 'Larger Small Business of the Year' at the 2023 FSB Awards.
- **Incommunities:** The School of Management partnered with Incommunities - a social housing provider covering Yorkshire, but primarily the Bradford region to identify potential improvements following the continuing Government cuts. These cuts were impacting on housing stock, care and repair and potential removal of services within the social housing network of associations. To maintain or enhance Incommunities' provision and service through improved efficiency and effectiveness the partnership built a decision support system aimed to improve business decisions for customers and stock performance. The project was subsequently broadened to include data quality improvements. This partnership attracted two years of funding from UK Research and Innovation to the value of £179k.

The School's representatives also participated as board members of notable organisations that influence policies and strategies. Examples are provided below:

- **Federation of Small Businesses (FSB):** Barney Mynott, Regional Director of FSB, is a member of the School's International Advisory Board. The School's faculty members are regular contributors to the FSB academic -industry networking sessions, which are run online. These are designed to help foster links between businesses and universities in the region.
- **Yorkshire Asian Business Association (YABA):** The School is a corporate member of YABA, and has worked with the organisation across a number of initiatives, including the impact of Covid on SMEs. Sharon Jandu, entrepreneur and founder of YABA, is also a member of the School MBA Industry Advisory Board. Members of this network are also offered access to the business support programmes available in the School.

- Other examples of the School's engagement that link directly to the entrepreneurial communities in Bradford include the work with **Mercy Mission** and the **National Zakat Foundation** to provide a version of our Accelerated Student Entrepreneurship Programme to support **refugee** entrepreneurs in the city.
- The School also worked with **Project ReMAKE**: a national charity seeking to support prison leavers through developing businesses and their entrepreneurial skills.

2022-2024 saw the launch of several new or growth initiatives (see below). Notable endeavours have been the Bradford Business Together and the Top 100 Businesses. The first is a dynamic networking forum in collaboration with NatWest Group Plc, West and North Yorkshire Chambers of Commerce and other partners which aims to catalyse local and regional economic growth by facilitating direct connections between businesses. The latter draws on available data to identify the performance of regional businesses recognising overall and sector achievers and businesses to watch in the coming years who did not quite make the top 100.

- Responsible Management Podcast: Launched in 2023 to meet the changing needs of SMEs for anytime, anywhere access due to a shift in attendance at live webinars
- Top 100 Business List: Joining forces with Bradford Metropolitan District Council and the Telegraph & Argus, the School of Management launched its first annual Top 100 Business List in 2022/2023
- AI Industry Forum: brings together academics, developers, and user communities in order to exchange ideas and challenge myths about the importance and challenges of AI
- Bradford Business Together: A collaboration of partners from across Bradford working with finance, business, and policy leaders to make giving businesses of Bradford a voice to make Bradford Better

The School's participation in projects like the Bradford Digital Health Hub underscores its role in driving innovation and addressing societal challenges. By providing input on the management of digital health initiatives, the School contributes to the advancement of technology-driven solutions in healthcare, benefiting both businesses and the community at large.

'Help to Grow' and the 'Knowledge Transfer Network' are well established within the School's portfolio and are scheduled within the School's annual events programme. The KTP has its own newsletter, which represents a major conduit for communication with our SME community: events and activities hosted by the School that are of relevance to this group are regularly advertised through the podcast as well.

External Community Dialogue



Practice

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

RME Policy Implementation

Bradford University School of Management has implemented 4 policies to support its commitment to responsible management education:

Greenhouse gas emissions

Travel

Brief description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME

At the University of Bradford, we envision a world of inclusion and equality of opportunity where people want to, and can, make a difference. In doing our part, we commit to support, promote and work in line with the RME tenets and expectations.

The University has committed to embedding a consideration of our contribution to the UN SDGs in our learning and teaching, research and operations, as referenced within our institutional [strategic objectives](#). Staff are encouraged to commit to a sustainability pledge within their annual Performance Development Review and sustainability and the SDGs are a cross cutting theme within our Bradford Curriculum. Support is in place to encourage students and staff to commute in a sustainable manner, for example the University is part of the Cycle to Work scheme where staff can get discounted bikes and is also part of a scheme where staff can purchase electric vehicles. Alongside this staff and students can access discounted public transport passes. Electric vehicle charging bays are present on campus along with secure cycle storage.

The student Sustainability Society runs awareness events throughout the year including planting sessions in the on-campus allotment, tree planting and litter picking. They arrange events to engage staff and students in sustainability, for example in February 2024 they ran a week-long event to promote eco-conscious living, inspire positive change, and collectively contribute to a sustainable future.

The University has recently appointed an Associate Director for Sustainability who will be developing the University's sustainability strategy, including refreshing all of our policies and targets, over the coming year.

Employee equity, diversity, inclusion

Policies on employee (including faculty) equity, diversity, inclusion

The University of Bradford is a diverse community of staff and students, many of whom have different religious beliefs and practices. In line with the University's strategic objective on equality and diversity, the University is committed to promoting a culture that encourages and recognises the importance that all employees are treated with dignity and respect, which includes respect for their religion, belief, and non-religious beliefs. The University demonstrates this commitment by ensuring that it is consistent with its legal equality duty under The Equality Act 2010. These duties include the following:

- Individuals are not discriminated against, or treated less favourably than others because of their (or your own) actual or perceived religion or belief or non-belief (except in the case of a genuine occupational requirement).
- Policies, practices and provisions apply equally to persons of all religious beliefs or non-belief.
- Policies, practices or provisions do not put people of the same religion/belief, or non-belief at a disadvantage when compared to other persons.
- Individuals and groups are treated with dignity and fairness whatever their religious belief/non-belief may be.
- Where possible, appropriate services are provided to meet the cultural and religious needs of all staff and students.

The University provides a diverse environment, to encourage discussion and embrace the critical exploration of questions concerning religion, belief and non-belief. The University expects individuals and groups on campus to respect the freedom of others to express their convictions, religious beliefs, or non-belief, on their own terms. It is also committed to the principles of academic freedom, free enquiry and free speech within the law. The right to freedom of thought, conscience and religion is absolute, but the right to express beliefs is qualified by the need to respect, protect and recognise the rights and freedoms of others. People, while giving expression to their belief individually or in association, should be sensitive in seeking to spread their religion, belief, or non-religious belief, and avoid any action which suggests coercion, dishonest, or unworthy persuasion. Acting in this manner must be considered an infringement of the freedom provided, and an infringement of the rights of others. Employees and students should not be using their work or study time to proselytise.

Scope

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Revision Date

July, 2025

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<https://unibradfordac.sharepoint.com/sites/centre-for-inclusion-and-diversity-intranet/Equality%20%20Diversity%20Related%20Policies%20%20Reports/Forms/AllItems.aspx?id=%2Fsites%2Fcentre%2Dfor%2Dinclusion%2Dand%2Ddiversity%2Dintranet%2FEquality%20%20Diversity%20Related%20Policies%20%20Reports%2FReligion%2C%2Dbelief%2Dand%2Dnon%2Dbelief%2Dpolicy%2Epdf&parent=%2Fsites%2Fcentre%2Dfor%2Dinclusion%2Dand%2Ddiversity%2Dintranet%2FEquality%20%20Diversity%20Related%20Policies%20%20Reports>

Religion,-belief-and-non-belief-policy

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Policies on employee (including faculty) equity, diversity, inclusion

This report covers the period between January to August 2023. It provides an overview of progress over this period against the priorities outlined in our 2021/22 report and the targets set in our EDI Strategy 2020/25, a sub-strategy of our University Strategy. It also demonstrates how the University of Bradford is delivering the requirements of the Equality Act 2010 and the Public Sector Equality Duty (PSED), including the publication of Equality Objectives and having due regard to the three needs of the PSED across all our delivery. This requires us to (i) eliminate unlawful discrimination; (ii) advance equality of opportunity; and (iii) foster good relations. This report should be read in conjunction with our EDI Annual Report 2021/22 published in December 2022. We have now aligned our reporting process with our academic year. Our next report will be published in October 2024 to cover the academic year 2023/24.

Scope

This report covers the period between January to August 2023. It provides an overview of progress over this period against the priorities outlined in our 2021/22 report and the targets set in our EDI Strategy 2020/25, a sub-strategy of our University Strategy. It also demonstrates

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<https://www.bradford.ac.uk/about/strategy-vision/university-strategy/equality-diversity-inclusion/>

EDI Annual Report 2023 FINAL (1)

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Institutional Aspiration Targets

Bradford University School of Management has set aspiration targets in 2 different areas:

- ❖ GHG Emission Targets
- ❖ Employee EDI Targets



Share

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



Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, Bradford University School of Management operates with the following approach:

Full Transparency Disclosure

Website of disclosure of performance

At the University of Bradford we recognise the necessity to adapt our approach to reflect the changing international, national, and local challenges of climate change. We are making progress in establishing ourselves as a sustainable university. We embrace and operate transparent and ethical initiatives that are aligned with the doctrines of the responsible management education. Moreover, academics from our award-winning School of Management also helped compile the first ever Bradford 100, a list celebrating Bradford's most innovative businesses. Our MSc in Artificial Intelligence and Data Analytics now boasts the most AI graduates in the UK, according to the Higher Education Statistics Agency. We also continue to make huge strides in implementing our equality, diversity and inclusion (EDI) agenda. We have seven Athena Swan awards and a bronze Race Equality Award. We were named University of the Year 2020, and we were ranked #1 on the Social Mobility Index (compiled by the Higher Education Policy Institute) in both 2021 and 2022. More information about our overall performance can be found in our 2022/2023 annual report as evinced in the following links and or attached documents where applicable. <https://www.bradford.ac.uk/about/legal-and-governance/policies-statements/financial-statements/> [https://www.bradford.ac.uk/about/legal-and-governance/policies-statements/financial-statements/Annual-Report-and-Financial-Statements-2022-2023-\(Accessible\).pdf](https://www.bradford.ac.uk/about/legal-and-governance/policies-statements/financial-statements/Annual-Report-and-Financial-Statements-2022-2023-(Accessible).pdf)

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