PRME

an initiative of the
United Nations Global Compact

2025 Sharing Information on Progress (SIP) Report

University of Salford

September 2025

Table of Contents

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 University of Salford, including key details and basic institutional data.

Mission

Our mission is to turn cutting-edge knowledge into real-world impact - enriching ambitious students and advancing collaborative research with industry, public-sector, and social enterprise partners - so that together we co-create a greener, more inclusive economy.

Vision

Our vision is a green-growth economy where digital transformation accelerates sustainability and inclusive prosperity.

Strategy Alignment

Strategic alignment with advancing sustainable development, the common good, and quality education

The new University of Salford strategic plan - *Innovating to Enrich Lives* - is built around four themes:
- Building Prosperity, Equity, and Community
- Improving Environment and Sustainability
- Enabling Healthier Living
- Developing Cutting-edge Creativity and Innovative Practice

Salford Business School's strategy has been developed to deliver the University's strategy by focusing and capitalising on SBS's strengths. We have focused on three aspects of the good business grand challenge, prioritizing actionable research that is critical, challenging, theoretically informed, underpinned by intellectual curiosity and impacts:

- **Sustainability in Business and Management:** through energy, management, and consumption transitions.
- **Digital transformation** for a prosperous 'everyone economy': for good productive work and business in order to generate a more just and inclusive economy.
- **Digital innovation for green economic growth:** through data management, strategy, regulation and innovation transitions.

This activity in turn contributes to knowledge and impact across the UN Sustainable Development Goals (SDGs), and particularly SDG 5 Gender and Equality; SDG 9 Industry Innovation and Infrastructure; and SDG 12 Responsible Consumption and Production. Activities and outcomes associated with these SDGs are monitored and measured through the School's strategic plan, and its societal impact metrics. Examples of alignment include:

- Mandatory mapping against SDGs for all new module proposals and programme revalidations.
- Establishment of SBS's Centre for Sustainable Innovation, which delivers courses, collaboration, and consultancy services to help SMEs with digital transformation, change management, and sustainability. Since 2023, CSI has received £980k of research funding and £1.3m of enterprise funding from UK Research and Innovation (UKRI), government and industry. This centre has created the foundations for a research culture that puts responsible research and innovation at its core.
- Commitment to the Athena Swan gender equality charter. impacting both staff and students (SDG5).
- Investment in key posts, such as: Professor in Sustainability, whose focus is on creating the conditions for self-sustaining, resilient communities and neighbourhoods that are fair, affordable, and leave no one behind; Research Fellows focusing on Digital twin of Low Voltage Grids for V2X integration (SDG 9).
- Establishment of the Business Ethics and Sustainability module, which is a level 6 super module across all business programmes and reaches around 350 students every academic year. It provides a real-world student learning experience by partnering with the Social Enterprise Visits Initiative (SEVI), and the UoS Sustainability Team. The assessment for this module is a group assignment where students have to critically assess how the UoS is addressing one of the UN SDGs and identify the main strengths and weaknesses of how the institution is tackling this.

Graduates & Enrollment

2024 Statistics	Number
Graduates	1163
Student Enrollment at the University	29090
Student Enrollment at the Institution	7971
Undergraduate Attendance	2957
Masters-Level Postgraduate Attendance	5123
Doctoral Student Attendance	54
	17

2024 Statistics	Number
Certificate, Professional Development, or Continuing Education Attendance	9

Degrees Offered

Bachelor Programs

Bachelor of Science (B.Sc. or B.S.) Bachelor of Arts (B.A.) Bachelor of Engineering (B.Eng.)

Masters Programs

Master of Science (M.Sc. or M.S.) Master of Arts (M.A.)

Master of Business Administration (M.B.A.) Master of Engineering (M.Eng.)

Doctoral Programs

Doctor of Philosophy (Ph.D.) Doctor of Business Administration (D.B.A.)

Undergraduate Degree Programmes

BSc Business Management with Marketing BSc Business Management with Sport

BSc Business with Human Resource Management

BSc Business with Supply Chain and Project Management BSc International Business Management

BSc Accounting and Finance BSc Business Management BSc Business Information Technology

BSc Business Management with Economics BSc Business Management with Entrepreneurship

BSc Business Management with Finance BSc Business Management with Law

Masters Degree Programmes

MSc Digital Marketing MSc Entrepreneurship and Innovation MSc Management

MSc Managing AI in Business MSc Managing Innovation and Information Technology

MSc Operations Management and Business Analytics

MSc Procurement, Logistics, and Supply Chain Management MSc Project Management

MSc Financial Technology (FinTech) Online Global MBA MSc Accoutning and Finance

10

Postgraduate Degree Programmes

PhD Business and Management Doctor of Business Administration

Certificates, Professional Development, or Associate Programmes

PGCert Employment Policy and Practice

Purpose

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

Letter of Commitment

685 Third Ave, 12th Floor
New York
NY 10017
USA

Monday 15 September 2025

Dear PRME Members and Stakeholders,

Salford Business School (SBS) is delighted to reaffirm its commitment to the UN Principles of Responsible Management Education (PRME), which fully align with our mission *to turn cutting-edge knowledge into real-world impact - enriching ambitious students and advancing collaborative research with industry, public-sector and social-enterprise partners -so that together we co-create a greener, more inclusive economy.*

Our PRME (2025) *Sharing Information on Progress* (SIP) provides evidence of our progress and achievements over the last 12 months, demonstrating how we embed the PRME principles and UN Sustainable Goals (SDGs) comprehensively across all disciplines and levels of our teaching, research and knowledge exchange activities.

The overarching organisational ethos of the University of Salford is ***Always striving to have a positive impact,*** and this lies at the heart of Salford Business School's mission. During the last 12 months we've established the key themes that define the expertise of our multi-discipline faculty and underpin our ongoing priorities as a business school – Sustainability in Business and Management; Digital Transformation for a prosperous 'everyone' economy; and Digital Innovation for People and Planet.

We are proud of the contribution SBS and the wider University makes to the city of Salford, and the wider Greater Manchester region, and we recognise the important role we play in having a positive societal impact in, and for, our community. In our teaching and learning the School embeds four core skills into all its programmes – AI for Every Future, Creativity and Innovation, Change for a Sustainable Future, and Digital Transformation for Decent Work. In our research, we have appointed our first Professor of Sustainability, Professor of Circular Economy, and Professor of Artificial Intelligence and Public Policy to drive our responsible management education research agenda; and in knowledge exchange, our Centre for Sustainable Innovation (CSI) launched in January and continues to go from strength to strength. Embedded within SBS, the centre provides a platform for industry partners to access knowledge, research and facilities, and operates a multi-disciplinary approach. In its first 12 months alone, CSI supported over 260 businesses through various programmes and helped to develop 19 innovations, directly contributing to the economic growth and productivity of the region. It has also helped to secure £1.6M of funding and collaborated with 16 academic partners, as well as more than 15 industry and strategic partners, including Microsoft, Northern Automotive Alliance, The Growth Company and GAMBICA.

University of
Salford
MANCHESTER

The Crescent,
Salford, M5 4WT,
United Kingdom

0161 295 5000
www.salford.ac.uk

In 2025, SBS participated in *Positive Impact Rating* for the first time. As a global, student-led assessment that evaluates business schools based on their positive contributions to society and commitment to sustainability, we were very pleased to achieve a 'level 3 progressing school' rating. This reflects the strong culture of responsibility and purpose we've been fostering across the school, as well as our continued commitment to sustainability and improving the environment, from embedding sustainability into our curriculum to championing ethical leadership. We are proud to be shaping graduates who are not only career-ready but also committed to making a positive difference in the world.

To this end, we will continue to take an integrated approach to embedding the PRME principles into all areas of activity working across the School and in our partnerships with students, businesses, government and all other stakeholders.

Yours sincerely,

Professor Katy Mason

Pro Vice-Chancellor and Dean of Salford Business School

✎ Definition of Purpose

We will turn cutting-edge knowledge into real-world impact - enriching ambitious students and advancing collaborative research with industry, public-sector, and social-enterprise partners - so that together we co-create a greener, more inclusive economy.

Values

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

✎ How We Define Values

We aim to become the UK's leading Business School for sustainability in business and management by catalysing learning, research, and impact across five keystone stakeholder groups: students, colleagues, practitioners, policymakers, and public groups.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Interdisciplinary efforts across parent organization
- ❖ Interdisciplinary efforts across business school
- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office

Student Voices

The following narratives demonstrate how University of Salford has influenced students' academic journey and personal growth.

Student Testimonial - Avrohom Beenstock

Sustainable Business Development Module

The module was a real eye-opener for me. It revealed a side of corporate business that is not often highlighted, namely that the profit motive is not the only purpose of business. Indeed, the modern discussion of sustainability in business traces back to the 1980s, during the heyday of Thatcher and Reagan's neoliberal revolution.

The module introduced me to practical examples of businesses that have embraced sustainability, such as Patagonia, which changed its manufacturing processes following internal audits. On the other hand, we studied companies that neglected their corporate social responsibility (CSR) and saw the consequences, such as BP after the Deepwater Horizon oil spill, where its share price dropped dramatically. These examples showed how sustainability is not only an ethical choice but also one that can protect long-term profitability.

Furthermore, we explored the concept of the triple bottom line, which expands business horizons beyond profit to include social and environmental impacts. I found this particularly valuable as it reflects the reality that consumers increasingly demand socially and environmentally responsible practices, and they will "vote with their pocketbooks" depending on how seriously companies take these responsibilities.

Beyond the classroom, the module has had a real impact on me. As a consumer, I am now more proactive in choosing sustainable options. As a business owner, I am beginning to make decisions that consider long-term sustainable impact rather than focusing solely on profit and loss.

Another important area of learning was the United Nations Sustainable Development Goals (SDGs), which I had not been fully aware of before. Understanding these goals gave me a framework for thinking about how business decisions can contribute to wider global challenges.
Looking ahead, I think it would be valuable to include more discussion on how the SDGs and sustainability principles can be rebranded to more sceptical audiences, especially in an age where populist politics sometimes push back against sustainability.

Overall, I found the module both enjoyable and transformative. It has given me knowledge, practical tools, and a new way of thinking about business that I will take forward into both my studies and my career.

Student Testimonial - Ayesha Asghar

As an MSc Entrepreneurship and Innovation student, my experience at the University of Salford has fundamentally reshaped my understanding of what it means to be a successful entrepreneur and what is its importance in the 21st century. Sustainability and responsible management are brilliantly incorporated at each stage of the course. This has changed my perspective of traditional teaching and learning to the model that values sustainability and social impact as key drivers of innovation. What has stood out most is the implementation of our learning into the sustainable business model that I created in the last module as the teaching has consistently challenged us to build a model that is both viable and sustainable. I felt compelled to do my research on the topic which is inspired by this programme's critical lens on corporate accountability and true sustainability. The supportive guidance from our faculty has been invaluable during the whole programme.
My time at Salford has equipped me not only with a degree but with a mindset to become a responsible entrepreneur capable of building a better, more sustainable future.

Student Testimonial - Ikemefuna Mirikweh

My Carbon Literacy Journey

When I enrolled in the Carbon Literacy course at the University of Salford, my motivation was both personal and professional. Growing up in Nigeria, I had seen climate change not as an abstract concept but as a lived reality: unpredictable floods in cities with poor drainage, rural communities devastated by drought, an unbearable heat wave at night and vulnerable populations left without safety nets. Yet these realities often went unacknowledged, overshadowed by poverty and inequality. | wanted to understand why these disruptions were intensifying and, more importantly, how someone like me could be part of the solution.

The course opened my eyes to the meaning of "Carbon Literacy," described as an awareness of the carbon costs of daily activities and the motivation to act. This definition grounded the entire training. | learned about the scale of greenhouse gas emissions, the mechanics of the greenhouse effect, and the accelerating pace of global warming. But what struck me most was the inequality; while countries like Nigeria contribute less than 1% of global emissions, they are ranked among the most climate-vulnerable nations (UNDP, 2025). The latest IPCC report reinforced this by showing that the most severe climate impacts fall disproportionately on those with the least capacity to adapt. That realization made the global climate crisis painfully personal.

The training fundamentally changed my outlook. Before, I had thought of climate change largely as an environmental issue, to be addressed by governments and scientists. Afterward, I understood it as an inequality issue - one that deepens poverty, widens inequality, and threatens fragile development gains in countries like mine. Each tonne of CO_2 emitted is no longer an abstraction to me; it is a factor that can displace families, worsen hunger, or destroy livelihoods. This transformation from passive concern to active responsibility was the single most important shift the course created in me.

Among the insights that stood out, two have stayed with me. First, I came to see how poverty and climate vulnerability intersect. In Nigeria, poverty means that many citizens cannot prioritise sustainability when survival itself is at stake.People may not see climate action as urgent when compared with daily struggles for food, jobs,or security. Yet ignoring climate change only ensures deeper crises in the future-crop failures, health emergencies, and forced migration. This cycle spells potential doom if urgent steps are not taken. Second, I recognized the critical role of communication and education. Climate science, when presented in accessible ways, can empower ordinary citizens to act. Activities such as designing infographics during the course demonstrated how reframing data into relatable stories could make a real difference.

The most engaging aspect of the course was its balance between knowledge and action. We were not left overwhelmed by the problem; instead, we were guided to identify concrete steps. Developing my personal Carbon Literacy Pledge was especially powerful. I committed to reducing unnecessary electricity use, eliminating single-use plastics at home, and creating a climate-awareness social media page by September 2025.

Student Testimonial - Jasmine Sutrisno

My Carbon Literacy Journey

I grew up in an environment that was desensitized to what sustainability is and how our actions affect the world. Since I moved to the UK and joined the University of Salford for my Master's degree, I have learned a lot about how important it is to understand and act on the earth as it is getting old and there are many disasters caused by humans. The number of people who care, both on campus and real life situations outside, motivated me to appreciate the earth more and made me want to take the carbon literacy course. Many important lessons can be learned from the course, one of which is how carbon emissions, climate change, and sustainability are interconnected. The amount of carbon emissions released can cause climate change to become extreme, and making sustainable actions can prevent high carbon emissions.

This course changed my perspective where every small step does not make a difference, but the other way around. As someone who used to be unaware of the environment, I learned a lot that the carbon we produce in our daily lives can be the thing that destroys the world in the future. During the course, there were many ways recommended to better manage our carbon footprint such as choosing a provider that uses renewable energy, not being impulsive in buying clothes, also filtering what we consume, and many more. These are the minimum things we can do as individuals who want change. Many aspects were learned during the course, but there are two things that were highlighted for me: understanding the causes of the climate crisis and also implementing the reduction skills. These two aspects are very harmonious where as an individual who lacks understanding, knowing the basic causes and how to overcome them is very useful. Personally, I would recommend this course to many people because they could be like me, not taking action due to lack of knowledge and sensitivity to the issue. On the other hand, taking a carbon literacy course can make us realise that the impact we cause will not only affect ourselves but also those closest to us, such as our families. Moreover, every individual wants to have a healthy family free from diseases that can be caused by the effects of carbon itself.

Personally, I believe that this carbon literacy course is very beneficial for my career path because many industries today are already aware of the adverse effects of high carbon emissions, even though they are not yet fully committed to reducing them. On the other hand, if I had the opportunity to convey a message to others about the importance of this carbon literacy course, I would say that it is a value and understanding that not many people realise will be very useful in the future, so there is no harm in learning more about this knowledge.

Student Story: Social Justice and globalisation COIL project crosses international borders

Article posted on the staff intranet news channel, 24 July 2025.

Salford Business School's (SBS) undergraduate Law students' recently joined forces with students from Pakistan's University of Central Punjab to analyse issues of global social justice from a comparative perspective. The COIL (collaborative online international learning) project ran across three studies from November 2024 to February 2025, each including five students from both universities, who focused on digital justice, equality and diversity, and environmental justice. These studies provided the students with a unique opportunity to engage in transnational collaboration, developing their global awareness without the cost or any travel implications.

COIL aims to unite students from higher education institutions across the globe through a virtual platform. These projects allow both students and staff to build international connections, whilst learning about the discipline they are studying from another perspective.Throughout the project, students combined their diverse cultural perspectives to compare how a range of issues are approached across different jurisdictions, expanding their global dialogue on legal challenges that transcend territorial borders. The global collaboration from across the globe allowed students to enhance their cultural awareness and build deeper understanding of their position in the global justice landscape.

SBS Law students, Uzmaa Raheel, Maria Al Sheikh Hassun, Halimah Natha and Umaymah Ali, who took part in the project, commented: "It enhanced our communication skills, fostering a dynamic environment for cultural exchange and knowledge sharing. Additionally, the project created valuable opportunities for global networking, strengthening international relationships and expanding professional connections."

At the end of the project, the students presented their work to the wider group and received feedback on their research from internationally renowned experts in the respective fields of global social justice.Dr Emma Roberts, Subject Group Head of Law at SBS, who lead the project, said: "The COIL methodology has provided an inclusive alternative to physical exchange programmes, which is especially important in contexts where funding or visa constraints limit mobility. It has enabled global learning whilst circumventing logistical barriers. We have been able to build a strong international partnership more sustainably and efficiently than could otherwise be achieved."

Student Story: Design an AI-driven sustainability project to help Vietnam - Student Hackathon

Article posted by Haris Ali, 2nd year BSc Accounting and Finance student, on LinkedIn, 14 August 2025: [Student Hackathon](#)

"First place in front of industry leaders and we only had hours to prepare…….
One of the most unforgettable moments of my cultural immersion programme in Vietnam was the Student Hackathon, and I'm proud to say our team took FIRST PLACE!
The challenge: Design an AI-driven sustainability project to help Vietnam.
Our solution: an energy efficient air conditioning system powered by AI to optimise cooling while minimising energy consumption and environmental impact, a practical innovation for Vietnam's climate and growing urban needs.

This wasn't just a brainstorming session, it was a high pressure, fast-paced competition where we had to develop the concept, structure the business case, and prepare a professional pitch in a matter of hours. We then stood on stage and presented our project in front of the entire programme audience, including a panel of judges made up of senior BUV leaders and executives from major AI-related companies. Delivering our idea with clarity, confidence, and teamwork in that setting was both nerve wracking and exhilarating. When they announced we had won, it was a moment of pure pride, proof that creative ideas, diverse perspectives, and collaboration can solve real world problems.This experience has strengthened my skills in:

- Innovation & problem-solving : taking a sustainability challenge and producing a tangible AI solution.
- Public speaking & pitching : delivering under pressure to an audience of industry leaders.
- Teamwork across cultures : harnessing different perspectives to create something impactful.

Vietnam gave me the opportunity to not just learn, but to apply my skills in a meaningful way, and this hackathon was the perfect ending to an incredible journey".

Student Story: BUV Cultural Immersion Programme - James Hodgson

Article posted by James Hodgson, 2nd Year BSc Accounting and Finance student, on LinkedIn, 17 August 2025: [BUV Cultural Immersion Programme](#)

"This summer, I completed the **[British University Vietnam](#)**'s Cultural Immersion Programme (BUVCIP) - a 4-week summer school in Vietnam that brought together students from across the UK to immerse themselves in Vietnamese culture, business, and community life.

It was a life-changing experience that I'll never forget—one that pushed me, challenged my perspectives, and sparked profound personal and professional growth. I'm grateful to have shared this experience with some incredible people who made the journey even more unforgettable.

Cultural immersion

From the start, we were welcomed and supported by the amazing BUV staff and local buddies, who introduced us to Vietnamese culture through lectures and workshops at their state-of-the-art campus. We studied Vietnam's work culture, governance, and economy, while also learning survival Vietnamese and even mastering the art of cooking a traditional dessert. We had guided tours around Hanoi, with a highlight being Vietnam's Village of Ethnic Culture and Tourism, as it also benefited us in understanding and learning about the diverse ethnic communities.

Community & Sustainability

The Program showed us the importance of community and sustainability. This was mainly through the amazing field trips it offered. A highlight was visiting the SOS Children's Village in Hai Phong. We learned about social initiatives and had meaningful interactions with the children.

A trip to Ha Long Bay allowed us to not only admire Vietnam's natural beauty but also to take part in a sustainability project to help preserve one of the country's most iconic UNESCO sites. An overnight stay in Mai Chau gave us a deeper look into rural life in Vietnam — from cycling through Lac Village to cooking with locals and watching traditional music and dance.

Professional development

What stood out most was the academic and industry exposure. We heard directly from experts in AI, entrepreneurship, and sustainability, and visited globally recognised firms like **FPT Software** and the National Innovation Centre (NIC), to see how AI is driving growth in Vietnam.

I was also honoured to attend a formal welcome reception at the British Ambassador's Residence, which provided both valuable networking opportunities and enriching perspectives.

All of these experiences fed into our group projects, "AI Leap for a Sustainable Vietnam." In a 72-hour hackathon supported by amazing mentors, it challenged to explore and pitch how AI and innovative solutions can tackle sustainability challenges.

I'm deeply grateful to everyone who made this journey unforgettable: **Hien (Jenny) Nguyen**, **My Trinh**, and the amazing team at BUV, for your flawless organisation and warm hospitality. **Salford Business School**, **Jean Bessala**, **Geoffrey Evans**, **Cecilia Diaz**, for the opportunity and support throughout the programme, and finally, all the incredible students I shared this experience with — thank you for making it truly memorable".

Values Voices

SOS-UK

The University of Salford works closely with SOS UK, a charity that supports students and society to learn, act and lead for environmental and social justice. We are participating in the **Responsible Futures** programme, a framework and accreditation mark that is helping to shape and steer our approach to Education for Sustainable Development (ESD). The programme provides a toolkit of criteria and accompanying support that facilitates a close working partnership between students' unions and their institutions. In November 2025, SOS UK will train a team of our own students to deliver a student led audit of our progress against the criteria, to provide valuable feedback and recommendations and determine if we achieve Responsible Futures accreditation. Colleagues from across the University, including Salford Business School (SBS), have been working with the ESD Officer to progress the ESD agenda and tackle Responsible Futures criteria.

This has included establishing an ESD baseline for SBS via student-led curriculum mapping. Four University of Salford students were trained by SOS UK and paid to map all SBS module specifications against the UN Sustainable Development Goals (SDGs) and wider ESD criteria. Key findings include that over 90% of modules incorporate at least one SDG, at least one wider aspect of sustainability learning and at least one ESD method. Case studies of good ESD practice have also been developed, including for the Future of Business Level 4 module and Business Ethics and Sustainability Level 6 module, which were both presented to colleagues across the University at an ESD Case Study event in October 2024.

Sustainability training has been delivered to new Student Officers, leading to Ahmad Ali, Business & Law Officer acting as the 2024/25 Student Officer Sustainability Champion and Ali Janjua, Business & Law Officer taking on this role for 2025/26. Training for School and Course Reps on sustainability education has also been delivered. The student voice has been key in developing our approach to ESD. 246 UoS students completed the 2024/25 SOS UK **Sustainability Skills Survey,** with 83% of respondents agreeing that sustainable development is something which all courses should actively incorporate and promote. The survey is not promoted as being about sustainability, but skills in general, to avoid biased results. A student listening event took place in February 2024, exploring sustainability in the curriculum. The overarching themes that were identified the need to have sustainability embedded across curricular for all programmes and the importance of embedding

sustainability education in practical applications, professional training, and real-world problem-solving. Participants also highlighted that sustainability knowledge directly enhances employability and it is a core competency across all industries.

The University also participates in the SOS UK programme **Green Impact**, which is designed to engage staff in sustainability and generate a sustainable workplace culture. Staff teams work through a toolkit of criteria to support environmentally and socially sustainable practice in their departments, and are recognised for their achievements at an annual awards ceremony. Student auditors are recruited to determine the level of award that staff teams achieve, with students receiving ISEP accredited training from SOS UK and valuable experience. In the 2024 Green Impact cycle, seven teams led by 34 colleagues completed 406 sustainable actions, and were audited by 15 trained student volunteers. One student auditor shared: "Taking part in the Green Impact audit has significantly influenced how I personally view sustainability... small, consistent actions can make a big impact."

The **SDG Teach In**, an annual campaign by SOS UK was promoted to colleagues across the University. The campaign encourages educators, trainers, and facilitators worldwide to integrate the SDGs into their teaching, learning, and assessment activities throughout March. 25 educators at Salford pledged to the 2025 Teach In, reaching approximately 3184 learners. The University reached a final position of 13th place in the number of pledges leaderboard and 11th place in the learners reached leaderboard.

Celebrating Values

The following demonstrates ways in which our institution celebrates values in various specializations.

News: World Day of Social Justice

Article posted on the staff intranet news channel, 21 February 2025.
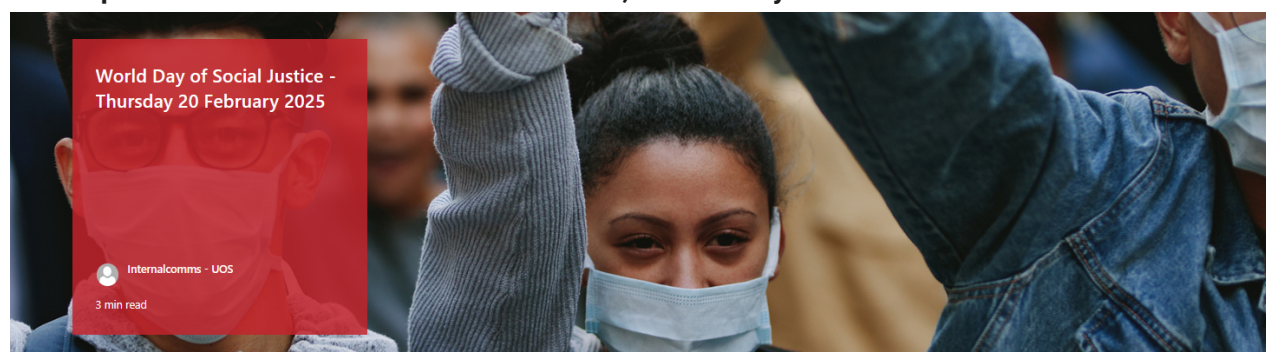
[World Day of Social Justice](#) takes place every year on **20 February**. It was designated by the UN General Assembly in 2007 to remind us of the need to build a fairer and more equitable world and to urge all efforts to combat unemployment, social exclusion, and poverty. The theme for this year is **Strengthening a Just Transition for a Sustainable Future.**

So what does social justice mean here at the University of Salford? It's right at the heart of our purpose, and we are deeply committed to reaching far beyond our boundaries to be at the forefront of building social justice for people and communities. Enquiry, learning and action is central to breaking down the barriers to opportunity for all. Ultimately, our goal is to innovate toward a more sustainable, equitable, just, healthy, creative and prosperous society for all.

At Salford, there have been a huge number of initiatives and campaigns that can be classed as addressing social injustice. These might be related to tackling race inequity, or to ensuring that the University remains a safe and inclusive space for our LGBTQ+ colleagues and students. It can also include how we ensure inclusivity for marginalised or otherwise disadvantaged groups of people, and how things like our allyship programme and our colleague networks can help with this. But it goes even further, with social justice looking at our wider impact on the community, society and the environment as a whole. For example, Salford climbed 12 places in 2024 to rank as 5th in the English Social Mobility Index. We are also proud of our diverse student body: 50% of University of Salford students are first in their family to attend university, 60% of students are from low socio-economic backgrounds, and 80% of students from widening participation backgrounds.

Dr Pradeep Passi, Pro Vice-Chancellor for Social Justice and Equity, and Chair of the Race Equity Group, said *"Working for social justice is core to our purpose as a university as articulated in our new University strategy. Of course, our approach has always been to work to transform lives through our education, research and enterprise activities. However, with our newly articulated purpose I will be working with colleagues, students and external partners to co-create an approach to social justice that is more clearly defined, collaborative, connected and will strengthen our impact locally, nationally and globally."*

We've used World Day of Social Justice as an opportunity to reflect on a few of the things we've done at Salford, in a bid to reduce or eliminate those inequalities where they exist…

Race Equity
- Black Women's Career Narratives Panel
- South Asian Heritage Month 2024
- The Aziz Foundation Roadshow is coming to campus! February 2025
- Race Equality Charter - University of Salford Achieves Bronze award
- Salford win 'Supporting Universities Award' at African Union Student Summit
- A spotlight on Gypsy, Roma, and Traveller History Month

Supporting our LGBTQ+ communities across the University
- Join our Gold Party and our Pride March! August 2024
- Leave messages of support for Trans Day of Visibility
- Celebrate International Lesbian Visibility Day: April 2024

- Celebrating Non-Binary Awareness Week

Addressing gender inequalities
- Inspiring Inclusion for International Women's Day
- SBS - Athena Swan Bronze award
- International Men's Day and Movember

Working towards a fairer University and society
- World Mental Health Day: October 2024
- Your worklife balance - some important changes to HR policies
- Salford leads new campaign supporting care leavers in Higher Education
- Free period products now available across campus

Inclusivity by Design
- New policy brief recommends measures to promote digital inclusion of disabled people: March 2025
- Celebrating Neurodiversity

Striving for a more sustainable future
- Energy saving success and other Sustainability wins: February 2025
- Sign up for our free E-bike taster session: January 2025

The initiatives featured here are not intended to be exhaustive, just an example of some of the activity taking place at the University. Gathering evidence of the work that had been done amassed to well over 80+ initiatives in the last year alone… and these are just the things that made it to the colleague Hub! We have no doubt that there are countless other projects, research, initiatives and plans in place across the University community as a whole which add a valuable contribution to this cause. If you'd like to understand more about some of the awareness days and events that are around similar themes to many of Salford's social justice initiatives, then why not consider downloading our Diversity Calendar? It's quick and easy to do, and you can have it as a separate calendar or incorporate it into your own Outlook calendar if you prefer.

News: 2025 Global Business Challenge

Article posted on the staff intranet news channel, 20 March 2025

Salford students thrive at Global Business Challenge

Lily Mangan
Staff

Published 3/20/2025 · 2 min read

Last week, 30 Salford Business School (SBS) students completed the 2025 Global Business Challenge, in collaboration with their peers from around the world.Over the past two-months, the students have worked alongside 80 of their counterparts from institutions around the globe, to develop innovative solutions in response to day-to-day business challenges. The students worked in teams, uniting their diverse skills and knowledge to build a structured business plan for their assigned clients, including Quooker UK, MICS Mario Idrovo Coffee Solutions and Affinity Esports, amongst others.Throughout the initiative, students have learnt about a range of topics such as international business, global market entry, expansion strategies, digital transformation, artificial intelligence (AI)-driven innovation, negotiation and cross-cultural management. These challenges have moulded the students into keen critical thinkers, with enhanced research, analytical and presentation skills. Esther Tibila, one of the SBS students who took part, commented: "*We had team members in the UK, USA, Ecuador, and Tanzania so finding a convenient time to meet was a major challenge. But we still made it work which taught me about the importance of resilience, teamwork and commitment to a cause.*" The teams were working alongside students from across the globe and in different time zones, whilst also completing their studies and preparing for exams. The challenges were a true test of their collaboration and communication skills. SBS student, Vasiliki Pagkali, was awarded the 'Team Player Award,' as her team's successful coherence and collective learning experience was attributed to her proactive contributions throughout the challenge. Vasiliki was hand-picked for this award from the 110 participants from the University of Salford; Aston Business School (UK); Liverpool John Moores University (UK); Universidad Espíritu Santo (Ecuador); University of Iringa (Tanzania); and Post University (USA).

On winning her awarded, Vasiliki said: "Winning the award makes me feel very honoured. It was interesting working with a multicultural diverse group, it made the experience more enriching. The problem-solving techniques I learned will be beneficial for my CV, interviews and working in a collaborative environment." Lilly Sundarraj, another SBS student who took part and also received the 'Team Player Award,' added: "*The challenge was really engaging as we were able to highlight improvement opportunities for the company. Virtual working gave me a newfound confidence to talk on meetings to clients and team members.*"

Dr Ambarin Khan, who has led the project at SBS for several years, concluded: *"This challenge is invaluable for expanding our students' understanding of the international business world. It allows them to develop strong collaboration skills by working alongside individuals from different cultures, backgrounds and time zones, but without the expenses that may otherwise be attached.Each year it is a privilege to see the students adapt and develop throughout the programme, as they acquire vital skills that they will carry through into their professional lives."*

News: Global Leadership Experience

Article posted on the staff intranet news channel, 2 June 2025

Salford's MSc Accounting and Finance students recently travelled to Edinburgh for a four-day intensive Global Leadership Experience (GLE) programme, where they explored the contemporary leadership practises in management accounting. The study tour saw 61 master's students addressing the real-world economic challenges facing Edinburgh, as they engaged in a range of activities that fostered cross-cultural collaboration and the application of problem-solving skills. The programme was facilitated by [Common Purpose](#), an organisation that aims to develop individuals who can cross cultural, institutional and social boundaries to become successful leaders. Led by Jono Elliot, Founder of Improvus, a business psychology consultancy, as well as Common Purpose's Victoria Moore and Evelyn Craig, the programme engaged a diverse cohort of students, encouraging their employability skills and leadership competencies. The students developed their strategic communication, critical thinking, active listening and resilience, allowing them to become effective leaders within complex and dynamic environments.

Key activities throughout the tour included visits to The NatWest Group, The University of Edinburgh, and the Grassmarket Community Project, an Edinburgh-based charity focused on creating community, providing sanctuary and support to people dealing with multiple complex issues. These activities allowed the students to connect with peers, professionals and leaders from across a range of sectors, whilst building a clearer sense of leadership values.

One of the students who attended the trip, Sohail Sadruddin, commented: "My main takeaway is the importance of inclusive and adaptive leadership in today's globalised world. Empathy, active listening and resilience are just as crucial as technical skills. The experience has inspired me to lead with purpose, embrace diversity and continuously adapt to new challenges." The tour concluded with a presentation of the students' findings and solutions from throughout the programme, to an expert panel made up of Lawyer, Nicholas Bobb, Project Manager, Cerinda Wheatland, and Founding Director of the Tribe Porty, Danielle Trudeau.

Dr Mohammad Al Bahloul, Lecturer in Accounting and Finance here at Salford Business School, who organised the trip, concluded: "This trip allowed our students to unleash their inner leadership skills, as they connected with individuals who have excelled in their field of study, so that they may be inspired to do the same. It was really nice to see the students find their voices in these workshops, where before they may have been less confident. These are great skills that they can carry through into all of their future endeavours."

News: SBS Equity Ambassadors

Article posted on the staff intranet news channel, 27 March 2025.

The Equity Ambassadors are students who work in collaboration with the Students' Union to help develop a more inclusive and progressive university environment, where every individual has the opportunity to flourish. Salford Business School's (SBS) Equity Ambassadors are second year Human Resource Management student, Anisa Ali, and third year Law student, Tamia Tudor-Hall. Together, they're striving to ensure all students at the University feel as though they belong, irrespective of their background. The aim of their role is to act as a voice for students, by raising issues that may prevent individuals from feeling represented or as though they belong at the University. Anisa and Tamia have been developing their understanding of the issues that students may face via an initiative titled, 'GOALing' (Going Out and Listening). This has involved the pair creating surveys where they can directly gather information on the challenges that students are experiencing. They have then used the outcomes of these surveys to develop projects that tackle any potential biases or discrimination within the University.

On her role, Anisa, said: "University can be such a huge change for so many students, so our role is to try to bridge that gap between students and the university, tackling any issues that may arise. It is so important to highlight that equity, diversity and inclusion helps all of us. It doesn't necessarily have to be huge things, but it can be small, simple fixes that demonstrate the University's conscious efforts to include all students from varying backgrounds and foster an environment of diversity and inclusivity."

Some of the projects Anisa and Tamia have driven include an EA Games night, an initiative aimed at tackling student loneliness, and the SBS Mobile Union, which focused on understanding student's engagement within their lectures. Majority of students who attended these events expressed that they were eager to be involved in similar projects in the future.

Tamia added: "I have been an Equity Ambassador since just after the start of the project. This is such an important project as equity encompasses us all in some way. I think the biggest achievement would be knowing that we are making a difference in some way - even if it's small, we are still making an impact. This project means that we can be a voice for the voiceless. Equity is something close to me and something staff and students should be aware of more. I am always advocating for equity specifically for hidden disabilities within academics and this project helps me advocate for students. I am so proud to be a part of the project!"

Anisa Ali

Tamia Tudor-Hall

The programme, which has been active for just over a year, has already had a tremendous impact on the student experience. The Equity Ambassadors have connected with over 1,200 students so far, through events, surveys and focus groups. The outcomes of the initiatives created by the Ambassadors will help to successfully integrate more students into University communities. Chérie Bosama, Equity Advocates Lead at Salford Students' Union, supports the Ambassadors with their projects, guiding them through the process via regular meetings, workshops and planning. Chérie commented: "The only way to understand what students truly want is to ask students themselves. That's why the Ambassador roles were created. The project is delivered by students for students. Students are able to show the University the real, raw issues that their peers are going through and

what policies/solutions need to be in place in order to make Salford as equitable and as inclusive as possible." Charlie Seager, SBS School Lead for Student Experience and Engagement, concluded: "In order for our students to have the best university experience possible, it's essential the environment is inclusive and that we're creating fair opportunities for all. Anisa and Tamia play critical roles in achieving these goals and the vital work they're doing to ensure all of our students feel a sense of belonging is amazing."

News: Greater Manchester Good Employment Charter

Article posted on the staff intranet news channel, 27 June 2025.

We were delighted to announce that following a rigorous application process, the University of Salford became a Member of the **Greater Manchester Good Employment Charter**. The Good Employment Charter sets out seven key characteristics of good employment:

1. Secure Work
2. Flexible Work
3. Pay
4. Engagement and Voice
5. Recruitment
6. People Management
7. Health and Wellbeing.

Our application, which articulated the University's commitment to each of the seven characteristics of good employment was reviewed by an external board of members. The board were able to strongly support the University, resulting in being recognised as a full Member of the Charter. Being a Good Employment Charter Member reinforces our commitment towards the principles of creating social justice and a fair and equitable society for all, whilst also aligning with our University of Salford Strategy 2025-2030, 'Innovating to Enrich Lives' across the four delivery themes of:

• Developing Cutting-edge Creativity & Innovative Practice
• Building Prosperity, Equity & Community
• Improving Environment & Sustainability
• Enabling Healthier Living

We are excited to be part of this initiative made up of over 130 Charter Members and look forward to working with our colleagues and recognised Trade Unions, the Good Employment Charter, and other employers across Greater Manchester to champion better employment standards both within the University and across the region. Laura Darnley, Partner at Ward Hadaway and Greater Manchester Good Employment Charter Member, said:*"I'm pleased to share some exciting news that we're welcoming the University of Salford as full members of the Greater Manchester Good Employment Charter. Salford, along with our other twelve new members, has gone beyond commitment and demonstrated that they meet the high standards set out in the charter's characteristics, putting fair pay, secure work, and excellent people practices into action"*

The Good Employment Charter means that we are strengthening the University's resolve to become an employer of choice in Salford, across Greater Manchester and beyond. Vice-Chancellor, Professor Nic Beech, said:*"I am delighted with the news that the University of Salford has become a Good Employment Charter Member, as it will reinforce our commitment towards the principles of creating social justice and a fair and equitable society for all, whilst also aligning with our 2025 – 2030 University Strategy. It demonstrates a clear investment in enriching the lives and wellbeing of our people, allowing them to thrive as individuals. I'd like to give my appreciation to everyone who has been involved in the application process, and to everyone who has supported our endeavours to becoming charter members."*

News: Ramadan Mubarak to all colleagues observing!

Article posted on the staff intranet news channel, 3 March 2025.

We would like to wish our Muslim community a happy and blessed Ramadan, Ramadan Mubarak. Ramadan, the holiest month in the Muslim calendar, began on Friday 28 February after sunset. It is a month of self-discipline through fasting from dawn to dusk and offering late-night prayers. It is also a month of sacrifice where Muslims undertake charitable giving and help those less fortunate than themselves. The festival of Eid al-Fitr 2025 will be celebrated on Sunday 30 March or Monday 31 March (subject to lunar observation). This marks the end of Ramadan.

What Ramadan means in practice for Muslim colleagues?

You may notice Muslim colleagues.......

- Find it difficult to join for coffee breaks and lunch as they choose to stay away from open situations with food and drink during their fast.
- Attend fewer social events during the month as they have other commitments and less free time.
- Taking a short break for the afternoon prayer as they increase focus on meeting each of the daily prayers.
- The early rises of morning meal and prayer, coupled with late evenings following late-night prayer can be challenging.
- Difficulty in managing 'out of hours' work due to increased pressure on time as individuals seek to participate in community activities, family meals, evening prayers, and other personal activities.

We kindly ask that all colleagues are respectful and supportive to our Muslim colleagues during Ramadan.

Check out the *Not Even Water* **Podcast!**
A fun and judgement-free guide to Ramadan, for anyone with questions about the month of fasting for Muslims.

Teach

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

✎ How We Define Teach

We will build our educational-excellence reputation around a distinctive 'Good Business' and legal education offer. Our student-centred approach to UG, PG and Executive learning will use and champion our emerging research excellence in green economy transformations. Our aim is to equip learners to critically conceptualise and pursue sustainability with and through digital transformation, for a sustainable future where everyone can flourish.

Teaching Awards

In 2024, 2 awards were given to faculty and educators at University of Salford.

🏆 Young Enterprise North West Outstanding Student of the Year

Granter: Young Enterprise

Grantee: Johnny Seddon

Award Description:

Awarded to the student who impressed the judges the most at the Young Enterprise North West Start-Up Final. On his award win, Johnny commented: "Winning the North West Student of the Year award at the Young Enterprise Final means a lot to me. It's a huge recognition of the hard work I've put into What2Cook and reinforces my passion for entrepreneurship. Moving forward, I plan to continue growing What2Cook, refining the app, and exploring partnerships to tackle food waste. Excited for what's next!" Johnny was part of the What2Cook team, which developed an app to help people, in particular low-income families and students, to save money by making the most of food they already have at home. The business aims to reduce food waste, plus make cooking easier and more accessible, while promoting a more sustainable way of living.

🏆 Young Enterprise North West Start-Up Student Journey Award

Granter: Young Enterprise

Grantee: Fatima Begum

Award Description:

Young Enterprise North West Start-Up Student Journey Award is awarded to the student who demonstrates the most development on their entrepreneurial journey. On winning the award Fatima said: "Winning the award at the Young Enterprise North West Final was such a wonderful surprise, and it feels like a moment of magic for me and the team. As for the future, I'm still exploring where the winds might take us—who knows what exciting adventures lie ahead for the business! We're keeping

an open mind and excited to see what comes next for us." Fatima was part of the Mashqah team, whose mission centred on eliminating the need for multiple bottles by offering one that can carry both hot and cold drinks, cutting down on plastic waste and shoulder strain.

Educator Recognition

At University of Salford, we recognize educators for quality of teaching in the following ways:

- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Institutional recognition events
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration

Teaching Voices

The following statements demonstrate ways in which educators at University of Salford support sustainability and responsible management in their classrooms.

Teaching Voices: Dr Yimashi Silva

Sustainable Business Development Module (Level 3)
The Sustainable Business Development module, delivered at foundation year level, introduces students at the very beginning of their academic journey at Salford Business School to the fundamentals of sustainability in a business context. This early exposure, closely aligned with the principles of PRME, is crucial in shaping students' sense of responsibility for sustainability across their academic, professional, and personal journeys.

Delivered in Trimester One, the module combines lectures, tutorials, business simulations (Edumundo), and interactive digital platforms such as Blackboard, Mentimeter, and Padlet. Students engage with real-world case studies, group research, and peer-led discussions to explore sustainable businesses and business models while developing critical skills in teamwork, communication, and problem-solving. A synoptic assessment day consolidates their learning, requiring them to apply knowledge, reflect on sustainability challenges, and propose innovative solutions. The module also places strong emphasis on social interaction, as students work in teams, present to peers and faculty members, and develop essential skills in communicating their sustainable decision-making while justifying it through critical thinking and collective contribution.

Through this process, students become increasingly aware of responsible business practices, sustainable consumption, and ethical decision-making. In the Edumundo business simulation, for example, students scored higher when prioritising sustainable strategies, demonstrating their ability to connect theory with practice. They learn to apply frameworks such as CSR, the UN SDGs, and the triple bottom line, while also exploring sustainability in governance, accountability, and stakeholder responsibility. During the synoptic assessment day, students present on their business simulations, critically evaluating their approaches to sustainable business and embedding these insights into their future entrepreneurial or professional aspirations.

By the end of the module, students gain both theoretical understanding and practical skills, preparing them to assess business strategies holistically and apply sustainability in real-world contexts. This ensures lasting impact on their professional and personal development as ethical, sustainability-conscious future business leaders.

This module directly aligns with PRME's mission to transform business education and develop responsible decision-makers who can advance the Sustainable Development Goals. Its student-centred and experiential approach supports the development of the next generation of ethical, sustainability-conscious leaders while contributing to the collective efforts of the PRME community.

Teaching Voices: Dr Divya Patel

Globally Responsible Leadership and Citizenship Module (Level 7)
In my Globally Responsible Leadership and Citizenship module, I aim to equip students to lead ethically and sustainably across diverse country contexts, embedding Responsible Management Education principles throughout teaching and assessment. I use SDG-focused tasks that explore socio-cultural barriers in different national settings and integrate interactive tools such as Mentimeter quizzes to deepen understanding and encourage peer-to-peer learning. This approach enables students to take ownership of their learning, critically engage with global challenges, and develop the skills and cultural awareness to drive responsible change in practice.

Seeing my students actively question assumptions, collaborate across cultures, and take genuine ownership of their learning reinforces my belief that participatory and inclusive teaching methods are essential to Responsible Management Education. I find these approaches not only make learning more engaging but also help students connect classroom discussions to real-world contexts, preparing them to apply responsible leadership principles in their future careers.

Teaching Voices: Dr Matthew Allen

The Future of Business Module (Level 4)

The Future of Business is a first-year undergraduate module that introduces students to the grand challenges shaping 21st-century business, including climate change, digital disruption, and global inequality. Responsible management is at the heart of the curriculum, with a strong focus on sustainability, ethics, and systems thinking. Students explore alternative economic models such as circular economy and ecological economics and critically evaluate the social and environmental impact of emerging technologies like AI, blockchain, automation, virtual reality, the metaverse, 3D-printing, cloud computing and robotics. Activities such as The Fish Game, The Race to Net Zero simulations, makerspace workshops, Energy House 2.0, BodySwaps and health simulations along with case studies on green innovation and stakeholder engagement, help students understand the complexities of managing sustainably in a globalised world. Through reflective tasks and real-world scenarios, students develop empathy, ethical awareness, and critical thinking skills that prepare them to lead responsibly and make values-driven decisions in their future careers.

Teaching Voices: Sandra Donnelly

Business Ethics and Sustainability module (Level 6)
All SBS undergraduate students on a Business Management pathway come through the Business Ethics and Sustainability module in their final year. The module gives students an in-depth understanding of the implications of Business Ethics, Corporate Social Responsibility (CSR) and Sustainability within national and international organisations. The Sustainable Development Goals are integrated throughout the module, as are case studies highlighting the global impact of local organisations. The case studies we use, for example on the supply and consumption of water, are designed to demonstrate the intertwined nature of social justice (issues of equity and poverty) with ecological (pollution and plastics) and economic factors (pricing and monopoly profits).

Students are encouraged to recognise the consequences of actions of individuals, businesses and governmental and non-governmental organisations, and to consider the ways in which systems and decisions can be adapted to ensure sustainable futures. They explore how businesses can contribute to social foundations and planetary boundaries, and the ripple effect of decisions along the value chain. A key element of teaching is supporting students to critique ethics and sustainability claims and identify the ways in which businesses can create shared value.

In week 4 of the module, the lecture is replaced by a panel discussion with industry leaders. Past panels have drawn leaders from a range of high-profile businesses including the CEOs of Chester Zoo, Unify Energy and Zen Internet. Students benefit from the in-depth discussion of the nuances of real-world ethics and sustainability across the range of industries. Another highlight is a practical decision-making exercise developed in partnership with a local business and based on real-world responses to business tenders, in which students are tasked with choosing between suppliers. Students have to grapple both with validating and evaluating sustainability claims, whilst also balancing sustainability with competing stakeholder perspectives.

Responsible management is embedded into both module assessments. The first assessment involves student working in groups to investigate a FTSE 100 company and research what the company says it is doing to be more sustainable; against the evidence of the impact of the actions the company is taking. The students then evaluate the contribution that the company is making towards the SDGs. For the second assessment, students individually investigate a small startup business. They choose a sector and a business that is seeking funding on a crowdfunding site and research sustainability opportunities and challenges in that industry. The students make recommendations for how their chosen business can operate and grow in a way that is sustainable.

Students are encouraged to look at sustainability more critically, using relevant data and literature sources, rather than accepting what is written on company websites at face value. This module is also a key measurement point for AACSB Assurance of Learning, with ethics and sustainability being key competencies for SBS. Key professional skills and traits developed and assessed by the module include the ability to identify and interrogate issues of ethics, responsibility and sustainability, and analyse how they affect different stakeholders, whilst also demonstrating corporate awareness. All of our students leave the module with the ability to critically discuss business practice in the global context.

Carbon Literacy at Salford Business School

Carbon Literacy at Salford Business School

About the Programme

In collaboration with the University's Sustainability Team, Salford Business School has created a bespoke carbon literacy course, which has been accredited by the Carbon Literacy Project. The course is being embedded into all SBS degree programmes, starting with our postgraduate taught programmes, as well as being offered to all staff and students across the University.

The programme has been tailored to the University's values and priorities and was designed with a diverse global student cohort in mind, as well as the local area and community of Salford. Students can choose to either complete the training and submit their pledge for full certification, or just complete the training as part of their programme of study.

What have we done so far?

- In our pilot in 2024-25, **450** students have completed the training modules.
- **85** students have taken this further, submitted their pledges, are now certified carbon literate.

- We've trained **59** staff across the institution who are now certified carbon literate. This includes colleagues from Estates, Research and Knowledge Exchange, the Library, and Marketing and External Relations.
- This includes **23** staff from Salford Business School.

Global reach

Our certified carbon literate students are from countries as diverse as:

- Belgium
- Bangladesh
- Iran
- Nigeria
- Turkey
- UK
- Sri Lanka
- India
- Kenya
- Pakistan

Future Goals

We are embedding the carbon literacy training into all our campus based PGT programmes in 2025-26, following the successful pilot. This means more than **1300** students will receive carbon literacy training in the next academic year.

From 2026-27 we will start to embed the course into our UG programmes.

Teaching Voices: Dr Maria Kutar

SBS is currently undergoing periodic review of its undergraduate business programmes. This is a substantive activity during which all programmes and modules are fully reviewed and updated. The programmes comprise shared modules covering a common core, alongside specialist modules covering subject specific content, and all incorporate the themes of Data, Digital, and Sustainability. These themes align closely to the School's strategy and are designed to ensure that programme content provides a modern curriculum that prepares students for the business environment in which they will be working. Through the periodic review exercise, the programme teams have reviewed and enhanced module content to ensure all modules align to our core themes, and in particular, each module is now explicitly mapped to identity the SDGs which it addresses. SDG alignment will feature as part of the module information provided to students, and has helped to raise and increase staff's knowledge and understanding as part of this process. This ensure that the themes underpin the programme design and that sustainability is woven throughout the modules, ensuring students learn about the themes in the context of their business specialism.

♡ Fostering Innovation

A lot
Our institution supports innovation significantly through teaching and learning.

♡ Experiential Learning

To a great extent
Teaching and learning at our institution strongly encourage experiential learning.

♡ Learning Mindset

To a great extent
Teaching and learning at our institution strongly promote a lifelong learning mindset.

♡ Method of Teaching and Learning

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

Barriers to Innovative Curriculum

In 2024, University of Salford identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Change fatigue
- ❖ Curriculum inertia
- ❖ Overloaded faculty
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2024, University of Salford identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Time constraints
- ❖ Student engagement concerns
- ❖ Overloaded faculty
- ❖ Assessment rigor concerns

Research

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

🖉 How We Define Research

SBS will pursue challenge-led social science research, putting real-world problems at the core of our 'good business' ambition so that we can help to build a more moral, just, and sustainable economy for people and planet. Our vibrant, collaborative research community will enable faculty to thrive while making distinctive and important contributions to theory, practice, and policy.

Research vs Research for RME/Sustainable Development

58 Peer-reviewed articles were published by University of Salford from this past calendar year.

vs

26 Peer-reviewed articles were published by University of Salford from this past calendar year in support of RME.

Research Funding

In 2024, University of Salford was awarded funding for research that is:

National   **Regional**   **Local**
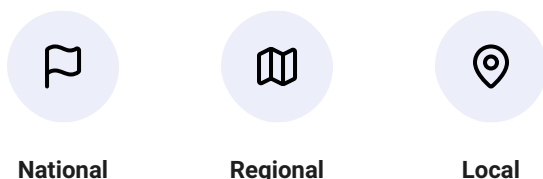
Socializing Research

In 2024, University of Salford contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Research collaborations
- ❖ Industry and business networks
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Social media and digital outreach

Research Projects

In 2024, University of Salford reported 4 research projects that implemented responsible or sustainable activities.

Better Working Lives Research Cluster

Period Covering: May, 2025 - May, 2026

Department: Human Resource Management | Employment Law

The University of Salford has launched a new research cluster centred on cultivating a culture of *Better Working Lives***.**
The *Better Working Lives* research cluster comprises human resources and employment law experts from the University, as well as industry, including leading HR consultancy, [Peninsula](). The experts are joining forces to research and evaluate the impact of continued workplace evolution, which has accelerated considerably in recent years.

Through rigorous cutting-edge research and actionable scientific evidence, the cluster will help inform workers and able changemakers to drive equity, inclusivity and business results by elevating the lived experiences of all workers.

Dr Jonathan Lord, Senior Lecturer in Human Resources Management and Employment Law, as well as co-lead of the cluster, commented: "As 2025 is already shaping up to be a pivotal year for workplace culture, with a host of new employment laws being introduced by the UK Government, it is essential that businesses are making the necessary changes to protect the productivity of their teams, while supporting the wellbeing of their workforce.

"Determining the impact of real-time changes, plus shifting cultural and technological factors through effective research will ensure a fairer, inclusive and more prosperous working environment for all."

Recent research from [Ford]() revealed that 77% of employees prioritise a balanced personal life over advancement at work. In addition, more than half of those surveyed said they would be willing to take a 20% pay cut to achieve a lifestyle that prioritises their quality of life, highlighting shifting attitudes to work in the current climate.

The core objectives of the University's research cluster will be to deepen the understanding of how work based on security, flexibility, employee voice, decent pay and remuneration, and good people management can lead to a more productive organisation. The aim is to help develop diverse, equitable and truly inclusive working conditions, as well as to identify initiatives that counteract the negative effects of non-standard work arrangements, while increasing the ability for workers to participate, exercise empowerment and live healthy lives.

Kate Palmer, Employment Services Director at Peninsula, said: "This is a fantastic opportunity for research to help shape and guide meaningful change within the culture of UK workplaces. Peninsula is honoured to be joining the Better Working Lives research cluster; a further demonstration of the impact that partnerships between education and industry can have.

"We're incredibly proud of our longstanding partnership with the University of Salford. At this time of unprecedented change across the employment law and HR sector, it's more important than ever that businesses do all they can to ensure they're helping drive forward positive change. This research cluster will bring valuable insight that can be used across all industries and education to advance the HR sector for the benefit of all."

The cluster will act as a critical voice, interrogator and translator through research and will integrate wider business communities into the University's innovation ecosystem. Some of the specialist areas that the cluster will be focusing on will be workplace whistleblowing, HR strategy, the role of trade unions, workplace conflict and inclusion, the digital workplace, work-life balance, intersectionality, effective management and leadership, and pay inequality.

Dr Vicki Harvey, Senior Lecturer in People Management and Better Working Lives co-lead, concluded: "The cluster is a pioneering initiative unlike anything else that is currently operating in market. We're bringing together academia and industry to collaborate with a shared vision of driving innovation in workplace culture in a fast-paced and increasingly evolving landscape."
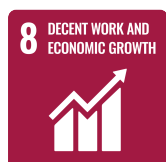
Research highlights impact of global economic uncertainty on society's vulnerable

Period Covering: January, 2020 - December, 2024

Department: Finance

New data reveals borrowing amongst UK's most vulnerable people for day-to-day living costs is on the rise.

New research conducted by the University of Salford and [Seattle Pacific University](#) in partnership with [Data on Demand](#), has uncovered the true impact of recent unprecedented global events on society's most vulnerable people. The data highlights that the pandemic, the war in Ukraine, and the cost-of-living crisis have resulted in the proportion of UK consumer loan applicants seeking subprime loans to cover day-to-day living costs rising significantly from 12% to 32%.

The findings, which comprise analysis of over 20 million subprime consumer loan applications made by over 2.7 million individuals between 2020 and 2024, revealed around a quarter of the sample engaged in repeat applications to cover recurring household bills and costs. Subprime borrowers are those with a poor/no credit history at all and are typically considered high risk.

Furthermore, the vast majority of applicants typically apply for lower amounts of around £1,000 to cover unexpected expenses (20%), bills (15%) and home improvements (12%). The data also revealed the typical loan applicant is male, on average below 40 years of age, in employment and in rented accommodation, with an average annual income of around £22,000.

Dr Pål Vik, Senior Research Fellow at the University of Salford's Business School, commented: "The results of our analysis point to a deterioration in the financial circumstances of subprime borrowers due to the cost-of-living crisis. These consumers are to a greater extent seeking financing to cover day-to-day living expenses. Those with limited recourse to the welfare system, namely young people without dependents, and those classed as vulnerable are significantly more likely to submit multiple loan applications to cover recurring household bills. This is concerning as we know that this form of behaviour is associated with negative consumer outcomes."

Dr Geri Mason, Associate Professor of Economics at Seattle Pacific University, added: "It is particularly concerning to see that the youngest cohort (18-24 yr olds) are not setting themselves up for financial health at such an early age. It is important to consider that there is a broad segment of young, working individuals without dependents that are, in the absence of access to social support programs, using the subprime market to supplement regular budgetary expenses and smooth their consumption patterns."

The collaborative research project provides insight on the reality of how these challenges have impacted UK consumers financially, particularly those in vulnerable circumstances with limited access to mainstream credit. The focus of the analysis includes, profile of the typical subprime consumer, changing behavioural characteristics, consumer needs and borrowing purposes, and emerging vulnerability trends.

The findings are based on Data on Demand's database, which is estimated to cover approximately 60% of the subprime consumer loan market.

Pål concluded: "The research finds that those most likely to engage in repeat applications to cover day-to-day living costs are vulnerable, young people, on low incomes, those who have had their hours or income reduced, and those with high costs relative to their expenses. Repeat borrowing to cover recurring costs risks further deterioration of their already difficult financial circumstances."
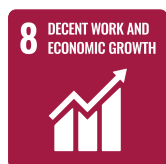
Carbon Calculator

Period Covering: November, 2023 - November, 2024

Department: Finance

A sustainability calculator has been developed to support small businesses to reduce their carbon footprint by researchers at the University of Salford.
Launching later this month (November 2024), the calculator has been developed by Salford Business School with a core objective to help drive sustainable business practices across the region, reducing the environmental footprint while benefiting the local economy.

Dr Ashraful Alam, Associate Professor for Sustainability at the University of Salford's Business School, is the lead developer on the project, due to his expertise in sustainable finance. Collaborating with Ashraful to help develop the calculator was MSc Accounting and Finance student, Zeinolabedin Hamdi.
Ashraful commented: "Innovation will be instrumental in futureproofing the UK economy but, for many small businesses, balancing getting ideas to market with reducing carbon emissions and operating sustainably can be a challenge."

Professor Mandy Parkinson, Professor of Business Innovation at the University, continued: "While we know most small businesses want to prioritise sustainability, it's often not a key consideration due to budget limitations. We are confident the calculator we have developed will help arm businesses with the tools they need to drive forward their innovations sustainably."

Helping to quantify the carbon usage across various business functions, including the fuel/electricity consumption of company vehicles, employee travel, product distribution and financial transactions, amongst other areas, the platform helps give a detailed picture of a business' total emissions to determine its most carbon-intensive functions. This, in turn, will help determine where reductions can be made.

The sustainability calculator will be freely available to all businesses working with the University's Centre for Sustainable Innovation and Salford Business School. Affirming the University's commitment to improving the environment and sustainability, the calculator will provide a holistic view of the carbon footprint of SMEs, enabling them to measure emissions by activity areas such as operations, transportation, supply chain, HR (human resources) management, marketing, and finance, allowing them to make informed decisions about which activities to prioritise in order to achieve net zero targets.

The calculator also facilitates comparisons between quarterly and annual emissions to help track carbon emission trends. In addition, SMEs will be able to assess whether their performance is improving or worsening compared to the wider industry to determine how they fare against competitors. Finally, the tool enables organisations to compare their emissions against government-set targets, showcasing progress against benchmarks.

Ashraful concluded: "We've been working on the calculator for some time and are excited to finally bring it to market. We firmly believe it will be instrumental in helping businesses to drive growth through innovation, while ensuring their environmental footprint is front of mind."

Decarbonisation of the Paper Industry

Period Covering: August, 2025 - August, 2025

Department: Sustainable Innovation

Salford sustainability Professor awarded research grant to drive the decarbonisation of the paper sector.

A grant in excess of £59,000 has been awarded to the University of Salford's Dr Silvia Tedesco, by the Biomass Biorefinery Network (BBNet), to conduct research aimed at decarbonising the paper industry.

Silvia, who is an Associate Professor for Sustainability within Salford Business School's Centre for Sustainable Innovation (CSI), has received the funding to determine opportunities for converting paper sludge into biogas through biological degradation. This in turn has the potential to provide low carbon heat and electricity, while by-products could be recycled into green building materials.

According to the [Department for Energy Security and Net Zero](#), natural gas made up 33% of total energy production last year and, while demand is slowing, it remains a major contributor to the [UK's primary energy consumption](#).

The paper and pulp industry has been identified as energy intensive by the government. As one of the key national sectors that is heavily reliant on burning natural gas, the government set out a [strategy](#) and 2050 action plan to drive the sector's decarbonisation for a greener future, as [direct fuel use continues to be dominated by the fossil fuel industry](#).

Applying a circular economy principle approach, Silvia's research will help determine the opportunities available to convert paper waste into renewable gas for the generation of low carbon heat and electricity. The research will also explore whether there's scope to recycle residues into greener cladding panels for use in construction.

The research will be conducted by the team at the University's Centre for Sustainable Innovation and led by Dr Silvia Tedesco, in collaboration with BBNet and industrial partners, [E4 Structures Ltd](#), as well as a Manchester-based paper mill.

Silvia comments: "I'm passionate about contributing to the government's road to net zero strategy and reducing carbon emissions by helping organisations to reduce their environmental footprint. This research will play an incredibly important role in that.

"At the Centre we are dedicated to promoting sustainable business practices that prioritise environmental responsibility and long-term societal wellbeing, and we're confident this research will play an instrumental role to decarbonise an incredibly energy intensive sector."

The Centre for Sustainable Innovation provides a range of services for businesses including, tailored solutions to boost growth, the implementation of methods for successful organisational change, integrating innovative digital solutions/new technologies to drive innovation, providing expert advice on sustainable practices and developing carbon neutrality strategies, plus helping to foster strategic partnerships to amplify opportunities. Beyond this, through the centre, organisations can access the University's world leading facilities such as Energy House 2.0 and NERIC (North of England Robotics Innovation Centre).

The Biomass Biorefinery Network (BBNet) is funded by the Biotechnology and Biological Sciences Research Council (BBSRC). The network supports industrial and academic practitioners to work together to develop new and improved processes for the conversion of non-food biomass into sustainable fuels, chemicals and materials, with the aim of reducing greenhouse gas emissions and contributing to global net zero targets.

Research Awards

In 2024, University of Salford was awarded 1 research award for responsibility- and/or sustainability-related research.

🏆

UoS R&KE Awards 2025 - Making a Difference Through Partnerships and Collaboration with Key Stakeholders: Developing Cutting Edge Creativity and Innovative Practice

Granter: Unversity of Salford Research and Knowledge Exchange Awards

Grantee: The AI-Cyber Nexus Project: Angel Jimenez-Aranda, Yun Chen, Tarek Gaber and Mirage Islam

Award Description:

The project was a high-impact initiative, with a strong focus on supporting SMEs across Greater Manchester. Its inclusive approach supporting wider knowledge exchange and long-term impact deserves recognition. The AI-Cyber Nexus Project As AI technology has developed, its influence on cybersecurity has grown. At this critical intersection, two key challenges have emerged: How can you improve the security of AI systems? And how can you leverage AI to enhance cybersecurity practices? To address these challenges, we created the AI-Cybersecurity Nexus project. Through a suite of free resources – including workshops, podcasts, online training and consultancy – the project will educate and empower SMEs, helping you to adopt AI-driven cybersecurity solutions and mitigate the risks associated with integrating AI into your business's operations. Start learning at aicybernexus.salford.ac.uk Innovate with confidence By combining practical training with strategic guidance, we want to empower SMEs with the knowledge and tools needed to secure their digital environments and effectively navigate the evolving cybersecurity landscape. This project will help your SME implement and integrate AI-powered solutions confidently. "Many businesses are at a critical point in their AI journeys and, while the technology presents great scope to drive innovation, efficiency and productivity, it's essential those at the helm of leading adoption are educated on these opportunities as well as security risks." Project lead, Dr Angel Jimenez-Aranda, Associate Professor in Digital Transformation at the University's Centre for Sustainable Innovation. https://sustainable-innovation.salford.ac.uk/ai-cybersecurity-nexus/

Research Presentations Related to RME and/or Sustainability

In 2024, University of Salford gave 10 research presentations related to RME and/or sustainability.

Conference: A Systematic Literature Review Of The Factors Of Information Sharing That Enable Circular Procurement In The Construction Industry

Authors: Dr. Stephen Kelly, Salford Business School | Dr. Dimitra Kalaitzi, Cyprus University of Technology

Date of publication: October, 2023

Presented at: 27th Annual Logistics Research Network (LRN) Conference

Department: Business 4.0

The construction industry is one of the most resource-intensive industries, and the recent challenges of material shortages and scarcity with the growing environmental concerns led to the ongoing discussion of the development of circular economy (CE) models and practices (Guerra et al., 2021). CE models focus on avoiding unnecessary waste generation by reusing and recycling materials and one of the most widely adopted circular economy business models is the use of circular inputs i.e., replacing the linear type of resource with circular alternatives in the value chain. To this end, circular procurement plays a crucial role in this model as it aims to provide a new life to resources by reusing, redesigning, reducing to achieve zero-wastage (Qazi and Appolloni, 2022).

According to the United Nations Environment Programme (UNEP) "Circular procurement occurs when the buyer purchases products or services that follow the principles of the circular economy, supporting the assessment of designing, making, selling, reusing and recycling products to determine how to get the maximum value from them, both in use and at the end of their life" (UNEP, 2021). Studies have highlighted the importance of information sharing to achieve CE (Jäger-Roschko and Petersen, 2022). Knowledge management facilitates the creation, sharing and transfer of information to address CE challenges (Ul-Durar et al, 2023).

Despite that there is sufficient literature on knowledge management (e.g., Jamal and Tilchin, 2016; Paulin and Suneson, 2015), as well the conceptualisation and development of circular supply chains (e.g., De Angelis et al., 2018; Sudusinghe and Seuring, 2022), there are a few studies that try to set the procurement agenda or identify the barriers and enablers for the transition to circular procurement (Al-Sinan and Bubshait, 2022; Qazi and Appolloni, 2022). There is a call for further research into knowledge management and CE (Ul-Durar et al, 2023). To the best of author's knowledge, there is no study that tries to explore the link between knowledge management and circular procurement. This study seeks to fill this gap by establishing the factors that influence knowledge management's effectiveness to support circular procurement within the construction industry.

Conference: Knowledge sharing in circular procurement management: a case study from the construction industry

Authors: Dimitra Kalaitzi, Cyprus University of Technology | Aaron Robertson, Salford Business School | Stephen Kelly, Salford Business School | Yiannis Polychronakis, Salford Business School

Date of publication: June, 2024

Presented at: EurOMA 2024 Annual Conference

Department: Business 4.0

Knowledge sharing in circular procurement management: a case study from the construction industry

Conference: Exploring Inclusivity in HE through Lego Series Play: Interactive Workshop

Authors: Marie Griffiths, Salford Business School | Tracy Dixon, Salford Business School

Date of publication: March, 2024

Presented at: Equality, Diversity and Inclusion Conference 2024: The future is now: Building EDI practice for the changing world of HE

Department: Business 4.0

At Salford Business School we have invested in Lego Series Play to foster creativity, imagination, and problem-solving among students and staff and external organisations. This workshop uses these practices to explore gender equity in research, an acknowledged persistent challenge in HE, aligning with the conference theme of 'Creative approaches to enduring challenges'. The session involves two individual Lego builds and culminates in a collaborative group build, emphasizing storytelling. We invite all with an interest in gender representation in HE research. Key takeaways include reflections form the workshop and the introduction to Lego Serious Play as a creative tool.

Conference: Environmental, Social and Governance (ESG) Performance of Parent Firm and Financial Performance of Subsidiary: Moderating Effect of Institutional Distance between home and host countries

Authors: Neetu Sharma, Salford Business School | Amir Khan, Salford Business School

Date of publication: February, 2025

Presented at: 4th International Conference on Energy and Sustainability: Tackling the Global Climate Challenge

Department: LEAF

Environmental, Social and Governance (ESG) Performance of Parent Firm and Financial Performance of Subsidiary: Moderating Effect of Institutional Distance between home and host countries
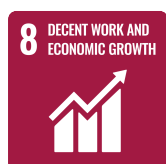
Conference: A study of the impact of work placements and social background on graduate outcomes within a UK University
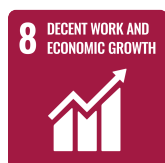
Authors: Geoffrey Evans, Salford Business School

Date of publication: April, 2025

Presented at: British Accounting and Finance Association Conference

Department: LEAF

A study of the impact of work placements and social background on graduate outcomes within a UK University

Conference: Gender-responsive procurement: a systematic literature review

Authors: Stephen Kelly, Salford Business School | Marzena Reszka, Salford Business School | Yiannis Polychronakis, Salford Business School

Date of publication: April, 2024

Presented at: The 33rd Annual International Purchasing and Supply Education and Research Association Conference

Department: Business 4.0

There have been a number of ways in which governments and buying organisations have used gender-responsive procurement to attempt to increase the amount and spread of spend with women-led businesses. These range from regulatory interventions, such as 'set-asides', at the government level, to more operational actions at the procurement process level, such as adapting tender specifications and evaluation criteria. Despite these aims, success has been both limited and slow to achieve, with many examples of targets not being met. As this is an important area of practice concern, this systematic literature review identifies and synthesises relevant gender-responsive procurement literature to generate descriptive findings, i.e., trajectory, methods and theories used and develops a set of key themes that are synthesised into an initial framework.

Conference: Invitation To Gender: A Critical Discourse Analysis of Procurement Language

Authors: Stephen Kelly, Salford Business School | Angela Byrne, Salford Business School

Date of publication: April, 2024

Presented at: The 33rd Annual International Purchasing and Supply Education and Research Association Conference

Department: Business 4.0

Global public procurement spend is significant, and in addition to generating value-for-money for taxpayers, it can be used to introduce social change, namely, increasing the number of women-led [sic] businesses who secure competitive public sector contracts. Interventions are typically policy-based set-asides or targets, the success of which has been questioned in several reports and interdisciplinary research. Applying Critical Discourse Analysis as a novel methodology in procurement, this paper analyses the front pages of 24 Invitation to Tenders, revealing how gender-

biased language, symbolism and design create asymmetrical power dynamics and perpetuate structural inequalities that prevent female-led [sic] organisations from participating in the public sector tendering process.

Conference: Digital Transformation in High Education Institutions (HEs) in the Post-Pandemic Era: Investigation of Students' Study Behaviour at Salford Business School

Authors: Yun Chen, Salford Business School | Kate Han, Salford Business School

Date of publication: August, 2024

Presented at: BERA (British Educational Research Associate) Conference

Department: Business 4.0

This study examines Digital Transformation (DT) in High Education Institutions (HEIs) and how the pandemic has enabled the reimagination of the education system (Quilter-Pinner & Ambrose, 2020). The pace at which digital technologies have evolved over the years, and their proliferation across various sectors, industries, and human endeavours, has culminated in a new normal driven by DT and causing significant changes in processes and decision-making (Kraus et al., 2021). These transformations have been further spurred by the COVID-19 pandemic which halted "business as usual" and called for increased adoption of DT across all spheres of human endeavour and sectors (Quilter-Pinner and Ambrose, 2020), including HEIs.

By assessing the rise of emerging technologies in light of their adoption and use in HEIs, especially in the post-COVID era, the paper investigates the impact of such adoption, with a focus on Students' Study Behaviour at Salford Business School in the University of Salford. The study explores how technology influences learning, teaching and engagement, and further reviews the relevant policies guiding the use of digital tools such as Generative AI, Machine Learning (ML), Chatbot Technology, Augmented Reality (AR) and Virtual Reality (VR), Big Data Analytics, and Gamification tools powered by computer intelligence (Adiguzel et al., 2023; Taylor et al., 2021, pp. 3-6) in Higher Education (HE). Furthermore, a gap analysis and risk assessment of digital transformation in HEIs were conducted to highlight potential drawbacks, which then further gave insight into ways the DT strategies could be better implemented at the University and broader HEIs.

Anchored on pedagogical theories such as the Diffusion of Innovation Theory (DIT), the Technology Acceptance Model (TAM), and the principles of Technological Determinism and Social Constructivism, the paper provides a framework that presupposes that the adoption of new technologies and

innovations is often determined and influenced by several internal and external factors and that technology and society engage in an endless exchange where one shapes the other and vice versa. An empirical review of related studies was carried out to provide background information and secondary data for the research study.

Conference: Unveiling Academic Boredom: Leveraging Generative AI for Ethical and Engaging Learning Experiences in Higher Education

Authors: Craig Smith, Salford Business School | Emma Robers, Salford Business School

Date of publication: July, 2024

Presented at: 2024 Teaching & Learning Conference

Department: Business 4.0 | LEAF

The integration of emerging technologies, such as Generative Artificial Intelligence (Gen AI), are increasingly embedded into the learning, teaching and assessment strategies of undergraduate programmes with a view to instilling a more lively and dynamic learning experience for students. Students generally respond positively to this and the novelty of such digital tools aid in holding the attention of students by comparison to the more traditional teaching and learning methods. Whilst the exposure to these engaging teaching tools brings about positive results in student engagement metrics, the upskilling of students in the use of GenAI also poses a threat. It examples the perfect storm: GenAI is presented as a teaching tool which erases the tedium of more traditional teaching methods, and students – in turn – engage with these same tools to overcome the tedium of traditional assessment methods. There is a known increase in academic misconduct cases as a result and proving such cases are incredibly challenging for Higher Education institutions.

This paper explores the concept of academic boredom, a phenomenon on which there is only limited attention paid in the existing body of literature until recently. It is proposed that, whilst attention spans are no shorter than before according to scientific research, teachers integrate GenAI into teaching in an effort to deliver a more dynamic and lively learning experience to try and optimise the students' attention and that students look to shortcut the learning process by engaging in the use of GenAI for the completion of their assessments, so as to deliver faster results.

Recent outputs from researchers across the globe shed light on the complexities of academic boredom, unveiling its profound effects on student engagement, learning outcomes, and overall educational experiences. This paper reviews some of these findings and considers how leveraging Gen AI technologies effectively can address some of the concerns that are emerging around student's ethical and appropriate use of AI.

By recognising Gen AI's capacity to positively reshape traditional pedagogical methods, this paper addresses the potential to create inclusive learning environments, characterised by ethical and appropriate use of AI, that empower learners to thrive in the digital age in a way that reduces academic boredom.

Conference: Exploring the Productivity Puzzle: The Relationship between Exploring the Productivity Puzzle: The Relationship between Technology Investment and Organisational Productivity in UK Technology Investment and Organisational Productivity in UK SMEs SMEs
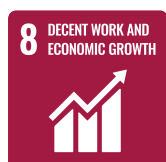
Authors: Maria Kutar, Salford Business School | Marie Griffiths, Salford Business School

Date of publication: April, 2024

Presented at: UKAIS 2024

Department: Business 4.0

The UK has suffered declining growth in productivity over many decades and there have been several attempts to study the reason for this declining growth in UK productivity. Various potential reasons including the transition to lower productivity sectors and the lack of sufficient high-skilled workers have been suggested to explain the productivity puzzle. One factor affecting productivity is firm investment in technology, an area where the evidence remains decidedly mixed. This paper presents the background to an ongoing project investigating the link between technology adoption, decision making and in-firm productivity. The project proposes to pair organisations with high productivity with organisations with low productivity and seeks to find out whether mentoring between senior managements teams from the high productivity category can yield a positive outcome for organisations with low productivity.

Publications Related to RME and/or Sustainability

FinTech and money laundering: moderating effect of financial regulations and financial literacy

| [DOI](#)

Authors: Nafisa Usman, Salford Business School | Marie Griffiths, Salford Business School | Ashraful Alam, Salford Business School

Date of publication: August, 2024

Department: LEAF

Purpose

This study aims to investigate the impact of FinTech on money laundering within the context of Nigeria. The motivation stems from observations suggesting that FinTech platforms might be used for illicit money transfers, particularly from developed to developing economies. While existing literature predominantly highlights the positive aspects of FinTech, there's a dearth of studies addressing its potential association with money laundering. Current understanding of this relationship relies heavily on anecdotal evidence derived from reported or convicted cases. Thus, the primary goal of this study is to analyze the influence of FinTech on money laundering while also considering the moderating effects of financial regulation and financial literacy as perceived by users. The research delves into regulatory perspectives concerning money laundering and FinTech.

Design/methodology/approach

To fulfill the study's objectives, a quantitative research design is used. A survey of 248 FinTech users in Nigeria is conducted using structured questionnaires. Data collected from the questionnaires is analyzed using partial least square structural equation modeling (PLS-SEM).

Findings

The quantitative analysis revealed a significant relationship between FinTech and money laundering and that financial regulation moderates the relationship between FinTech and money laundering in Nigeria, but such was not established with respect to financial literacy. The results of the quantitative approach that uses secondary data are consistent with the qualitative approach. FinTech the results indicate the presence of technology induced money laundering in Nigeria. Regulating technology-based anti-money laundering poses serious challenges for developing countries due to the absence of specific laws that mitigate the threats.

Research limitations/implications

The paper focuses on Nigeria as a case study, which may limit the generalizability of the findings to other countries with different FinTech ecosystems, regulatory frameworks and financial literacy levels.

Practical implications

The finding is useful in developing guidelines and regulations by policymakers and strategies by practitioners in relation to FinTech, money laundering, financial regulation and financial literacy. On the basis of the above, the authors recommend regulation at the national and industry level to mitigate the adverse effect of technology on money laundering. Thus, multilateral partnerships can help in tackling tech-induced money laundering through strengthened cooperation.

Social implications

Money laundering risks: The study highlights that FinTech, while beneficial, also poses significant risks for money laundering activities, especially in developing countries like Nigeria. Regulatory Importance: It emphasizes the critical role of financial regulations in mitigating the risks associated with FinTech and money laundering. Financial Literacy: The paper suggests that financial literacy does not significantly moderate the relationship between FinTech and money laundering, indicating the need for stronger regulatory measures rather than relying solely on financial literacy. Policy Formulation: The findings are crucial for policymakers to formulate strategies that balance the benefits of FinTech with the need to prevent money laundering and ensure financial system integrity.

Originality/value

This research presents a novel approach to methodology, specifically focusing on the qualitative research design, addressing population, sampling techniques and data collection methods. It emphasizes techniques aimed at ensuring measurement quality and achieving research objectives. Data collection used survey questionnaires, while analysis involved both statistical package for social science (SPSS) and PLS-SEM. SPSS facilitated descriptive and preliminary analyses, while PLS-SEM confirmed measurement quality and tested hypotheses. Ethical considerations were paramount throughout the research process, underscoring the commitment to maintaining originality in research endeavors.

How 'nudge' happened: the political economy of nudging in the UK | [DOI](#)

Authors: Stuart Mills, University of Leeds | Richard Whittle, Salford Business School

Date of publication: October, 2024

Department: LEAF

The UK Behavioural Insights Team transformed nudging and behavioural economics from nascent ideas to key policy tools for the UK Coalition Government. This article argues that political economic circumstances significantly contributed to the success of this 'nudge' programme. The Global

Financial Crisis (GFC) created a 'contest of authority' over dominant policy approaches. By framing the crisis as a crisis of rationality, behavioural perspectives gained political support. The GFC also saw that the UK Government (from 2010) adopt a programme of fiscal austerity. Nudging complemented this programme by suggesting effective policy could be made cheaply. Using various accounts of nudging in the UK from those involved in its development, we demonstrate the role of the country's political economy in the behavioural turn. We conclude by reflecting on the role of behavioural insights today, given a political–economic landscape much changed since 2010.

Seeing the nudge from the trees: The 4S framework for evaluating nudges

[DOI](#)

Authors: Stuart Mills, University of Leeds | Richard Whittle, Salford Business School

Date of publication: May, 2023

Department: Business 4.0

Nudging is a popular and influential approach in policymaking. Yet, it has faced substantial criticism from several policy perspectives, with growing concern raised about the efficacy of some nudge interventions. This article offers an evaluative framework for nudging which captures these various perspectives. Our 4S framework highlights the importance of nudges being *sufficient*, *scalable*, and *subjective*, in addition to being *statistically significant*, to be an effective policy response. We review various nudge interventions, coupled with various methodological critiques, to demonstrate the need for a more expansive evaluative framework. The 4S framework synthesizes these sizeable literatures and numerous critiques to meet this need, serving as an important contribution to behavioral policymakers. We argue that the 4S framework complements existing frameworks for designing behavioral interventions as an evaluative framework. By adopting the 4S framework, policymakers will be better placed to design interventions which are effective in relation to the wider policy environment.

The impact of digital transformation of chain-leading enterprises on supply chain efficiency

[DOI](#)

Authors: Xia Zhang, Chongqing Jiaotong University | Ruifeng Liang, Chongqing Jiaotong University | Yun Chen, Salford Business School

Date of publication: April, 2025

Department: Business 4.0

Purpose

This study aims to examine how the digital transformation of chain-leading enterprises, i.e. key players within the industrial chain, affects supply chain efficiency. It defines screening criteria for these enterprises using three data indicators and conducts an analysis based on textual data from Chinese listed companies between 2010 and 2022.

Design/methodology/approach

Based on the theoretical foundation of the research, this paper proposes a theoretical hypothesis model and establishes a benchmark regression equation to study the impact of digital transformation on supply chain efficiency. The study uses panel data from 465 Chinese enterprises.

Findings

The results indicate that the digital transformation of leading enterprises in the industrial chain significantly improves supply chain efficiency. In this paper, an instrumental variable method is used to mitigate endogeneity and a series of robustness tests to confirm the validity of the findings. The impact path analysis reveals that the leading enterprises in the industrial chain can enhance efficiency by reducing financing cost, increasing operational efficiency and lowering the concentration level of the supply chain. Furthermore, the heterogeneity analysis demonstrates that the digital transformation of state-owned leading enterprises in the industrial chain and low-tech sector leaders have a more prominent effect on supply chain efficiency.

Originality/value

First, this paper enriches the research on digital transformation, and the method of extracting keywords through big data text analysis can better quantify the degree of digital transformation of the sample. Second, this paper provides empirical evidence of the impact of digital transformation on the supply chain efficiency of chain-leading enterprises. Third, it enriches existing research on chain leaders, particularly regarding their digital transformation and offers new insights into the quantitative screening of such enterprises.
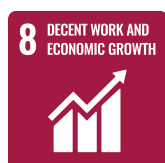
Micro and Small Business (MSB) Project Planning Governance and its Impact Upon Project Outcomes

Authors: Andrew Morris, Salford Business School | Jonathan Lord, Salford Business School

Date of publication: December, 2024

Department: Business 4.0

This study's investigation into micro and small business (MSB) project planning was prompted by a serious Australian project management failure due to a mobile home being dropped on two homes during a crane lift because of the inadequate planning and method statement of the project. Fortunately, nobody was killed, however the construction company went bankrupt and as a result employees were made redundant. Many project planning issues were discovered after this failure including no method statement or risk assessment and project governance lacking. This led to poor project planning that would have prevented this outcome from the onset. This is a common general and engineering project issue that needs to be addressed and improved.

This study is significant due to the 27 EU member survey showing a 5-year survival rate of only 44% in MSBs and indicates a need to stem project performance decline and improve project governance. Project governance is failing due to poor leadership and commitment from the inception to appoint a project leader and establish a team with clear, defined and agreed project governance. The literature review initiated a sixteen-question investigative interview process which was ethically approved, and pilot trialled and found to be fit for purpose which allowed the main investigation to be undertaken with twenty present and former MSB management and stakeholders. Content Analysis was used in data analysis.

Five research study questions were created to focus on the challenges and improvement of MSB project planning governance (PPG). The research study's aim to create an MSB PPG protocol was met with a MSB PPG front end planning process to minimize the chal lenges a MSB project team with limited resourced faces in MSB PPG implementation.

The study's knowledge and practice contribution will be to have a universally developed MSB project planning governance protocol which will lead to a significant improvement in project outcomes.
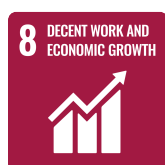
The role of artificial intelligence in project management: a supply chain perspective

Authors: Stoyan Georgiev, University of Sheffield | Yiannis Polychronakis, Salford Business School | Stylianos Sapountzis, Salford Business School | Nikostratos Polychronakis, Forthnet/Nova

Date of publication: August, 2024

Department: Business 4.0

Artificial intelligence continuously overtakes an increased number of functions within numerous business fields. Consistently, its appliance in supply chain-related project management is also constantly rising. The purpose of this paper is to explore the role of artificial intelligent (AI) technologies in project management (PM) undertaken in supply chain (SC) contexts. Moreover, a focus is set on explaining the relationship between supply chain project management and AI, with emphasis on the appliance of AI in PM and the level of activities and operations that could be performed by the algorithms, AI-related integration challenges and risks and future anticipation of AI.

Big Four 'rhetorical' strategies: Carillion's collapse

Authors: Fadi Alkraraan, University of Lincoln/Gulf University for Science &Technology | Mohammad Albahloul, Salford Business School | Tony Abdoush, Bournemouth University | Mahmoud Elmarzouky, University of St Andrews | Nadia Gulko, North-West University

**Date of publication:** May, 2024

Department: Business 4.0

Research Question: How have the Big Four accounting firms taken advantage of impression management in reacting/responding to the public scrutiny regarding Carillion plc's collapse?

Motivation: Despite the contribution of previous research through narrative analysis domains, the conceptualisation of narrative practices remains a relatively neglected area in the extant accounting literature. This study attempts to offer insights into this domain of impression management strategies, and to examine the influencing role of external auditors on corporate strategic choices through consultancy and advisory activities.

Idea: Our conceptual framework is based on Aristotle's three pillars of rhetorical proofs: ethos, logos, and pathos. We emphasise repetitive rhetorical slogan strategies embedded in their letters in response to public inquiries. Our discussion of the findings is also based on lenses underlying domains of impression management.

Data: Data underpinning this study based on Big Four accounting firms evidence /response to public investigation regarding companies collapses, (dated 2nd February 2018) to the public inquires (dated 25th January 2018) by the two parliamentary committees regarding the Carillion' collapse.

Tools: The study employs critical discourse analysis of persuasive strategies embedded in their responses to public inquiries regarding the collapse of Carillion plc, one of the top largest construction companies in the UK.
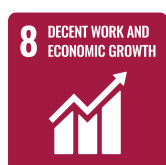
'We' versus 'you': exploring the extent of gendered language in purchasing and supply management job advertisements

Authors: Stephen Kelly, Salford Business School | Ninca Hasche, Örebro University | Vojtěch Klézl, Örebro University | Donna Marshall, University College Dublin | Klaas Stek, University of Twente

Date of publication: June, 2024

Department: Busines 4.0

This paper explores the use of gendered language in purchasing and supply management job advertisements across three English-speaking countries. We use secondary data from a global job advertisement website to analyse the extent to which gendered language is used. We explore if agentic, traditional masculine wording, or communal, traditional feminine wording, is used at different hierarchical levels of advertising for purchasing and supply management jobs. Our findings show that there is no significant evidence of a glass-ceiling effect. However, there may be evidence of a sticky-floor effect due to the communal language used in the assistant buyer and buyer job advertisements, which decreases significantly at higher levels. Agentic language use remained constant across the levels. We also found that certain agentic words are more often featured in senior-level advertisements.
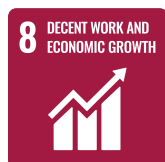
"That's bang out of order, mate!": Gendered and racialized micro-practices of disadvantage and privilege in UK business schools

Authors: Martyna Śliwa, Durham University | Lisi Gordon, University of Dundee | Katy Mason, Salford Business School | Nic Beech, University of Salford

Date of publication: October, 2022

Department: Business 4.0

The existence of gendered and racialized inequalities in academia has been well documented. To date, research has primarily addressed the intersectional disadvantages faced by members of minority groups with much less attention paid to the privileges experienced by dominant group members. This paper draws on 21 interviews and 36 audio-diary entries completed by a diverse group of senior higher education leaders who have successfully navigated the career ladder in UK business schools. By juxtaposing minority with dominant group members' narratives, the study advances intersectionality research, offering a contextualized analysis of the micro-practices of both disadvantage and privilege in academia. Through a focus on how micro-practices perform differently for members of different groups, it foregrounds "obvious" as well as nuanced differences that contribute to the accumulation of disadvantage and privilege throughout an individual's career and emphasizes simultaneity as crucial to understanding the workings of gendered and racialized disadvantage and privilege.

" ... Like Confrontational About It, which I didn't Expect" —An Analysis of Conversational Experiences of Women Vegans When Dining with Colleagues

Authors: Martina Topić, University of Alabama | Gabrielle Round, Salford Business School

Date of publication: December, 2024

Department: Business 4.0

This study is based on 28 interviews with women vegans based in England, UK. The study aimed to explore the everyday experiences and cultural capital of women vegans; however, interviewing revealed a large focus on the workplace culture as a place of exclusion, expanding the research to a two-tier analysis of the social and workplace experiences of women vegans. The study draws from communication research on veganism as a communicative practice and focuses on conversations when dining together using also Bourdieu's cultural capital framework. The research questions were centered on exploring the cultural capital of women vegans, the social and office experiences of women vegans, and how office experiences correspond with the social experiences of women vegans. Thematic analysis was used to analyze the social experiences of women vegans, and an abductive analysis was conducted to capture workplace experiences, followed by a second thematic analysis of office data. Results point toward the dual exclusion women face at societal and organizational levels for being vegans, and workplace exclusion is particularly linked to networking and out-of-work events when colleagues dine together, which often results in unwanted attention and hostilities in conversations. The findings also reveal that being vegan is not linked to one's class origin but potentially could be linked to cultural capital as women vegans share cultural capital and now work in middle-class jobs, however, the study argues that meat-eating seems to present symbolic capital in the workplace, which stems from wider social meat-eating expectations whereas veganism is seen as awkward, radical and extreme.

Enhancing smart city operation management: Integrating energy systems with a subway synergism hub

| [DOI](#)

Authors: Mahmoud Roustaei, Shiraz University of Technology | Taher Nikram, Shiraz University of Technology | Jamshid Aghaei, Central Queensland University | Morteza Sheikh, Shiraz University of Technology | Hossein Chabok, Shiraz University of Technology | Abdollah Kavousi-Fard, Shiraz University of Technology | Vahid Vahidinasab, Salford Business School | Joseph M. Guerrero, Aalborg University

Department: Business 4.0

This paper is centered on establishing a secure framework for the optimal concurrent operation of a smart city, encompassing transportation, water, heat, electrical, and cooling energy systems. The studied smart city includes the microgrid, smart transportation system (STS), energy hub (EH) and smart grid. In this regard, a subway synergism hub (SSH) as a new non-energy system is added to the smart city with the aim of serving the subway's water, heat, electrical and cooling demands as well as

diminishing the operation cost of the smart city. The EH within the SSH cooperated with a desalination unit is considered to supply the subway's stations water demand by using the sea water. The investigation of the optimal allocation of the SSH unit for reducing the cost of smart city operation is also conducted by introducing a novel intelligent priority selection (IPS) analytical algorithm. In comparison to common meta-heuristic algorithms for allocation problems, the accurate optimal solution can be found in low runtime by the IPS algorithm. To achieve an accurate model of the smart city, directed acyclic graph (DAG) based blockchain approach is provided which can enhance the data and energy exchanges security within the smart city. This research paper introduces a security framework deployed in a smart city setting to establish a secure platform for energy transactions. The findings validate the effectiveness of this model and highlight the value of the IPS method. The effectiveness of the suggested approach has been assessed using the smart city system is comprised of various sections, including EVs, smart grid, microgrid, and SSH, demonstrating the credibility and accuracy of this study.

Peer-to-peer energy management of distributed ledgers in renewable smart energy systems

| **DOI**

Authors: Ramin Sadooghi, Shiraz University of Technology | Taher Nikram, Shiraz University of Technology | Morteza Sheikh, Fars Regional Company | Jamshid Aghaei, Central Queensland University | Vahid Vahidinasab, Salford Business School | Om Malik, University of Calgary | Saeed Fotovat, Shiraz University of Technology

Date of publication: January, 2025

Department: Business 4.0

The rapid progress of communication technologies has encouraged industrial infrastructures to merge such tools with their own assets to enhance efficiency through smart control and surveillance. In this regard, data transmission security has taken center stage and generated considerable interest among researchers. This paper examines a key challenge in utilizing blockchain technology for advanced power system management: the high energy consumption of miners. Miners function as variable loads in the system; their hash rate and energy consumption directly influence the security of information exchange and the overall costs of the system. To tackle this challenge, a distributed energy management application has been developed using a peer-to-peer architecture that interacts with the energy consumption of blockchain distributed ledgers (DLs) and manages it alongside the power grid and microgrids. The program employs the RCI adaptive method, developed to address multiple constraints concurrently. These include minimizing overall costs, optimizing energy

consumption among miners, balancing the load distribution between microgrids and the main grid, and ensuring a robust level of information security. This energy management framework balances hash rate, data security, and energy costs. It shows that using a peer-to-peer structure and RCI approach can more effectively solve these challenges than current methods. Production sources and consumers are modeled with uncertainty due to the nature of renewable energy sources and the load dependence of miners. This approach ensures that the cost of production and consumption more closely reflects real-world outcomes. P2P's proposed energy management system shows that combining a data security platform with distributed consensus can lower costs and improve system efficiency. This approach creates a more affordable infrastructure for society and increases the overall welfare index, leading to a brighter and more sustainable future for everyone.

Optimal plug-in hybrid electric vehicle performance management using decentralized multichannel network design

| DOI

Authors: Peyman Mousavi, Shahid Beheshti University | Mohammad Sadegh Ghazizadeh, Shahid Beheshti University | Vahid Vahidinasab, Salford Business School

Date of publication: February, 2024

Department: Business 4.0

In addition to providing mobility, plug-in hybrid electric vehicles (PHEVs) provide a two-sided energy exchange opportunity which makes them highly flexible distributed energy storage systems for the future of energy systems. This paper analyzes PHEVs' performance from the perspective of urban traffic and energy using a decentralized multichannel blockchain network based on the hyperledger model. This network using a layered design and local management of energy sources can significantly contribute to urban management and optimal use of its infrastructures. Then, dynamic modelling of PHEVs in this network is performed, and their data is added to the network to evaluate the network performance compared with the current centralized networks. The results indicated that the proposed blockchain network could simultaneously optimize PHEVs' performance, urban traffic management, and energy systems. Furthermore, by utilizing smart contracts, it can consider and optimize multiple challenges, such as congestion in the electricity network, urban traffic, and limited fuel, simultaneously. Therefore, it gives a strong tool to study the impact of mass deployment of PHEVs and their value and role in the sustainable cities and communities of the future while helping to support the global efforts toward affordable and clean energy for all.

Optimal Resiliency-Oriented Scheduling Framework for Integrated Power-Gas-Transportation Networks Based on Model Predictive Control Approach to Increase Electric Load Supply | DOI

Authors: Alireza Akbari-Dibavar, University of Tabriz | Behnam Mohammadi-Ivatloo, University of Tabriz | Kazem Zare, University of Tabriz | Sajad Najafi Ravadanegh, Azarbaijan Shahid Madani University | Vahid Vahidinasab, Salford Business School

Department: Business 4.0

Today's societies need a sustainable supply of energy more than ever, whereas unseen events challenge the electric power supply. The coordinated operation of a power-gas-transportation system can decrease the effects of such faults in the distribution level. This paper proposes a model predictive control approach for dynamic load restoration in an integrated energy system. The coordination of electric and gas networks besides the mobile energy storage (MES) units provides a novel resilient alternative to serve active and reactive loads. First, the location and time of drastic events are identified as the initialization phase in this paper using a vulnerability analysis by a master–slave problem to find the weak points of the electric grid. Then, a rolling horizon model predictive control-based approach is proposed to make corrective decisions to serve loads. Meanwhile, a new linearization approach for the Weymouth equation has been proposed based on the binary expansion method. The proposed linear resiliency-oriented scheduling problem is tested on IEEE 33-bus and IEEE 69-bus integrated with a seven-node gas distribution grid and a six-station transportation railway. The analysis revealed that the coordination between electric and gas resources minimizes the not-supplied load; MES units act as certain emergency tools to serve the critical loads.

Resiliency-oriented Scheduling of Multi-microgrids in the Presence of Fuel cell-based Mobile Storage Using Hybrid Stochastic-Robust Optimization | DOI

Authors: Kazem Zare, University of Tabriz | Alireza Akbari-Dibavar, University of Tabriz | Sajad Najafi Ravadanegh, Azarbaijan Shahid Madani University | Vahid Vahidinasab, Salford Business School

Date of publication: April, 2024

Department: Business 4.0

Hydrogen carrier plays an important role in today's modern power grids. Hydrogen-based fuel cell vehicles also draw a path to a more sustainable society. This paper addresses the potential of hydrogen systems in a renewable-dominant multi-microgrid system to increase resiliency. The fuel cell-based trucks carry battery storage and act as emergency resources. A hybrid stochastic-robust optimization is proposed to optimize the scheduling plan for resources. The uncertainty of renewable output is handled by adjustable robust optimization whereas traffic of roads has been modeled using stochastic programming by using a dummy nodes and arcs model. A fuel management scheme is proposed to adjust the hydrogen fuel of the trucks. The results revealed that the corrective strategy, i.e., a combination of hydrogen facility and mobile storage improves the overall resiliency indexes. In this regard, the area covered under the resiliency trapezoid increased up to 90% under the robust case. The critical load curtailment decreased from 38.65 MW to 30.08 MW under the risk-neutral case and from 50.78 MW to 42.17 MW under the risk-averse case. The system is stronger with the proposed corrective strategies and the ramp of resiliency fall has been decreased from 0.285 to 0.199 and from 0.382 to 0.293 under risk-neutral and risk-averse cases, respectively. Finally, the replacement of a hydrogen storage system with a stationary battery storage system revealed that the stationary battery storage similarly reduces the load curtailment however the presence of hydrogen storage helps the MBS refueling which directly influences the load recovery performance.

Ownership structure and sustainability reporting: emerging economies evidence

Authors: Ashraful Alam, Salford Business School | Yusuf Nuhu, Salford Business School

Date of publication: August, 2024

Department: International Business

Purpose

The purpose of this study is to empirically examine the impact of ownership structure variables on the level of sustainability reporting (SR) of listed BRICS energy firms as well as the moderating role of the board sustainability committee on this relationship.

Design/methodology/approach

This study used a sample of 1,260 firm-year observations from BRICS for the period 2010–2019. This study uses the Bloomberg database, companies' annual reports and companies' websites for data collection and the ordinary least squares (OLS) and instrutemental variables (IV) two-stage least squares (2SLS) regressions for data analysis.

Findings

This study provides empirical evidence that foreign ownership, managerial ownership and blockholder ownership have a positive and statistically significant impact on the level of SR. However, the results indicate institutional ownership impacts SR negatively. The findings remain qualitatively the same after addressing endogeneity concerns using the IV 2SLS regression method.

Research limitations/implications

This paper has some limitations. This study focuses on listed companies in BRICS. Therefore, future studies should look at non-listed small and medium enterprises. Similarly, because this study focuses on emerging economies, future studies should consider comparative studies between developed and developing economies.

Practical implications

This study makes significant empirical, theoretical and regulatory contributions to policymakers, investors and management on the ownership type that positively influence the level of SR.

Originality/value

This study contributes to the corporate governance and sustainability literature and extends existing empirical literature on the role of ownership structure on the level of SR in the context of emerging economies. This study provides important theoretical and empirical evidence for regulators and policymakers.

Does female director expertise on audit committees matter for carbon disclosures? Evidence from the United Kingdom

Authors: Kaleemullah Abbasi, Department of Management Sciences & Technology, The Begum Nusrat Bhutto Women University | Ashraful Alam, Salford Business School | Md. Borhan Uddin Bhuiyan, Massey Business School, Massey University | Md Tariqul Islam, Department of Finance and Banking, Jatiya Kabi Kazi Nazrul Islam University

Date of publication: April, 2024

Department: Accounting | LEAF

We investigate whether accounting and non-accounting female financial experts on audit committees influence carbon disclosures. Based on a sample of listed firms from the United Kingdom for 2009–2015, our findings show that non-accounting female experts on audit committees increase carbon disclosures. Our results support the view that non-accounting female experts possess greater business knowledge and are skilled in foreseeing the impact of management's decisions, thus, enhancing carbon disclosures. Furthermore, our results are robust to alternative estimation techniques and endogenous concerns. We also find that firms in less carbon-intensive industries benefit from higher carbon disclosure in the presence of female non-accounting experts on audit committees. This study contributes to the recent research on corporate governance and carbon disclosures. Further, it extends recent studies identifying the specific characteristics of female directors that enhance environmental disclosures. Moreover, we respond to the calls for research on the personal attributes of directors and carbon disclosures by examining whether the accounting and non-accounting expertise of female directors on audit committees affects carbon disclosures.

Climate change and geopolitical conflicts: The role of ESG readiness | [DOI]

Authors: Ashraful Alam, Salford Business School | Hasanul Banna, Manchester Metropolitan University | Ahmed W. Alam, Kean University | Md. Borhan Uddin Bhuiyan, Massey University | Nur Badriyah Mokhtar, BPP University

Date of publication: February, 2024

Department: Computer Information Systems | Business 4.0

This study examines the relationship between climate change vulnerability and geopolitical risk using data on 42 countries from 1995 to 2021. Utilising two distinct indices, the climate vulnerability index (CVI) and the country-specific geopolitical risk (CGPR) indices, we find that countries with high vulnerability to climate change are more likely to experience geopolitical conflicts. Further analysis reveals that country-level overall economic, social, and governance (ESG) readiness significantly mitigates this detrimental effect. This moderation is mainly attributed to the social and governance

readiness measures. Additional tests indicate that the mitigating role of ESG is more pronounced for countries with high institutional governance. These results remain resilient through a set of endogeneity tests using matched samples of countries generated through propensity score matching (PSM) estimation. Our findings suggest that addressing climate vulnerability is crucial to promoting global peace and geopolitical stability.

Corporate Sustainability Audits: Enhancing Transparency and Accountability in Financial Reporting

Authors: Fateha Shaheen, Salford Business School | Mohammad Rashed Khan, Salford Business School | Fleur Middlebrough, Salford Business School

Date of publication: December, 2024

Department: Accounting | LEAF

Corporate sustainability audits (CSAs) have emerged as critical tools for promoting transparency and accountability in financial reporting. In the modern business landscape, stakeholders increasingly demand that organizations demonstrate their commitment to sustainable practices, both environmentally and socially. This paper explores the integration of CSAs into financial reporting frameworks, emphasizing their role in enhancing the credibility and reliability of financial disclosures.

The study investigates how sustainability audits address issues such as environmental compliance, social governance, and ethical business practices while aligning with financial performance metrics. A comprehensive analysis of case studies and industry data is conducted to evaluate the effectiveness of CSAs in mitigating risks associated with greenwashing, fraud, and regulatory non-compliance. Furthermore, this research identifies key challenges in implementing sustainability audits, such as the lack of standardized frameworks, resource constraints, and the need for skilled auditors.
The findings reveal that organizations that adopt robust CSA practices experience improved stakeholder trust, enhanced corporate reputation, and better financial accountability. The paper also highlights best practices for conducting sustainability audits, such as integrating advanced auditing technologies, fostering cross-functional collaboration, and adhering to global sustainability standards like the Global Reporting Initiative (GRI) and the Sustainability Accounting Standards Board (SASB).

Through the inclusion of illustrative tables and graphs, this study provides actionable insights and a roadmap for companies aiming to strengthen their financial reporting practices via sustainability audits. The research concludes with recommendations for policymakers, auditors, and organizations

on leveraging CSAs to drive a more transparent and accountable corporate environment. This paper aims to contribute to the growing body of knowledge on sustainability audits, underscoring their significance in shaping the future of ethical and sustainable financial reporting.

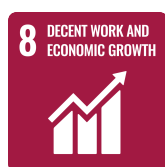# The role of artificial intelligence in project management: a supply chain perspective

Authors: Stoyan Georgiev | Yiannis Polychronakis | Stylianos Sapountzis | Nikostratos Polychronakis

Date of publication: August, 2025

Department: Business 4.0

Artificial intelligence continuously overtakes an increased number of functions within numerous business fields. Consistently, its appliance in supply chain-related project management is also constantly rising. The purpose of this paper is to explore the role of artificial intelligent (AI) technologies in project management (PM) undertaken in supply chain (SC) contexts. Moreover, a focus is set on explaining the relationship between supply chain project management and AI, with emphasis on the appliance of AI in PM and the level of activities and operations that could be performed by the algorithms, AI-related integration challenges and risks and future anticipation of AI.

Driving enterprise transformation: influence of organisational and geographical factors on business architecture efficacy

Authors: Dennis O'Higgins, Salford Business School

Date of publication: February, 2024

Department: Business 4.0

This study investigates how organisational and geographical factors affect the efficacy of business architecture in enterprises. Employing a quantitative research methodology, the research analyses data from a diverse range of organisations using ordinal logistic regression. The findings validate the hypothesis that factors like organisational alignment, industry sector, geographic region,

organisational size, and adoption duration significantly influence business architecture's maturity and strategic impact. The study contributes to the understanding of business architecture's role in organisational strategy, highlighting the importance of contextual factors. It suggests that business architecture strategies should be tailored to specific organisational contexts, offering valuable insights for policy formulation and organisational strategy development. This research provides a foundation for future studies and practical applications in business architecture and enterprise transformation, emphasizing the need for a nuanced approach considering different organisational and regional characteristics.
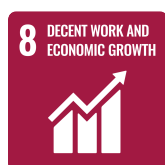
Reimagining Assessment in the Era of Generative Artificial Intelligence: A reflection on legal education

Authors: Craig Smith, Salford Business School

Date of publication: February, 2024

Department: LEAF

The legal profession and legal education are undergoing a transformation (Pierce and Goutos, 2023) due to the emergence of Artificial Intelligence (AI), particularly generative AI (GenAI), marked by the advent of ChatGPT (Henrik, 2023). This has significant implications for legal education, particularly the undergraduate law degree (LLB), which traditionally serves as the first step in preparing future legal professionals.

As the legal profession adapts, legal education must evolve (Marjan Ajevski et al., 2023), requiring an evaluation of traditional assessment methods (Michel-Villarreal et al., 2023). Assessment plays a pivotal role in shaping the authentic identities of students and it is crucial that assessments align with the evolving demands of the profession graduates aim for.

Assessments which incorporate GenAI, encourage critical evaluation, reflection, and promote authentic discussions, this article explores an example which aims to inspire practitioners in higher education to reconsider their assessment practices and contemplate the integration of GenAI.
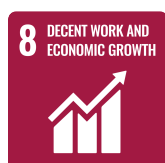
Sustainable practices in the animal health industry: A stakeholder-based view

Authors: Krishnendu Saha, Birmingham City University | Matt Yarnall, Boehringer Ingelheim Vetmedica | Stefania Paladini, Robert Kennedy College

Date of publication: December, 2023

Department: Business 4.0

The animal health industry provides treatments and pharmaceuticals for live animal welfare and it is essential to ensure food security and meet sustainable development goals (SDGs). Still, its complexity makes it difficult to identify the driving factors in the adoption of sustainability practices let alone offer recommendations to foster their implementation, resulting in a comparative lack of academic research in this area and several gaps in the overall comprehension of the phenomenon. Building on the stakeholder theoretical framework and adopting multi-country field research, this article offers both a theoretical and empirical contribution, highlighting the role of stakeholder perceptions in driving the adoption of ESI (environmental sustainable initiatives) and emphasising the need for effective communication, transparency and a consistent educational framework. Our findings also demonstrate that, by adopting overarching sustainability approaches such as the 'One Health' philosophy, animal health firms can integrate environmental sustainability initiatives into their operations, embedding the expectations and priorities of various stakeholders. This holistic approach will not only promote the well-being of animals and humans but also help protect ecosystems and ensure the long-term viability of the veterinary pharmaceutical industry.

Research Voices

The following statements demonstrate ways in which researchers at University of Salford bring sustainability and responsible management into their research.

Research Voices: Dr Angel Jimenez-Aranda

Dr Angel Jimenez-Aranda is Associate Professor (Reader) in Digital Transformation at the University of Salford's Centre for Sustainable Innovation. He holds a BSc in Mathematics and a PhD in Engineering, an academic foundation that has shaped his ability to combine analytical rigour with applied problem-solving. His career spans healthcare, manufacturing, higher education, and academia, where he has consistently applied digital technologies to improve organisational performance and

societal outcomes. Driven by a passion for the intersection between management and innovation, his research focuses on digital transformation, data-driven decision support, and the responsible use of technology to generate social and economic value.

One of his flagship initiatives is SmartScan (https://www.gs1uk.org/insights/news/smartscan-transforming-construction-through-digital-innovation), a platform developed to improve product information management in the construction sector. By linking globally standardised identifiers, such as GS1 GTINs, with trusted digital product data, SmartScan allows professionals and end-users to access accurate information instantly through barcode or QR code scans. The project reduces costly errors, strengthens compliance, and enhances trust across supply chains. Its adoption demonstrates how research can deliver industry-ready solutions that raise safety standards, empower tradespeople and homeowners, and streamline procurement practices.

Dr Jimenez-Aranda also leads the AI-Cybersecurity Nexus project (https://aicybernexus.salford.ac.uk). Designed to support SMEs in Greater Manchester, the initiative addresses two pressing challenges: securing AI systems and enabling businesses to use AI safely. Through workshops, podcasts, online training, and free consultancy, the project has reached hundreds of business leaders, raising awareness, building technical capacity, and fostering confidence in adopting AI responsibly. A deliberate focus on inclusivity has encouraged more women to engage with cybersecurity, contributing to a more diverse talent pipeline.

Another strand of his applied research is the SleepyFox project (https://www.elaros.com/solutions/sleepy-fox/), developed in collaboration with an SME to create a digital solution that supports families with young children experiencing sleep difficulties. The platform combines evidence-based approaches with accessible digital tools, offering parents practical guidance and personalised strategies to improve children's sleep routines. By co-designing with families and practitioners, the project ensures the technology is both user-friendly and grounded in real needs. Beyond its immediate health benefits, SleepyFox illustrates how digital innovation can enhance family wellbeing, reduce stress for caregivers, and strengthen early childhood development outcomes. It also demonstrates the potential of academic–SME partnerships to translate research insights into scalable solutions that address everyday challenges faced by society.

These projects illustrate a commitment to making research relevant and impactful beyond academic circles. By creating accessible tools, strengthening SME resilience, and shaping responsible digital adoption, Dr Jimenez-Aranda's work advances the links between education and innovation with sustainable development and ethical practice.
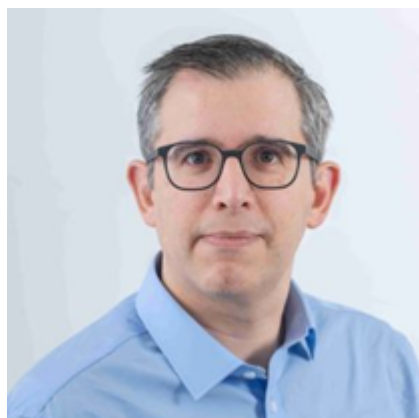
Dr Angel Jimenez-Aranda

[Link to profile](#)

Research Voices: Dr Neetu Sharma

My research areas and academic interests include corporate governance, board gender diversity, sustainability accounting, circular economy, and ESG performance of multinational corporations (MNCs). Most recently, one of my co-authored papers titled 'Impact of Financial Development on the Circular Economy: empirical evidence from the European Union' was accepted for publication in Business Strategy and Environment (CABS - 3*). Another paper titled 'Sustainable Value Creation and Board Gender Diversity in Multinational Enterprises: The Moderating Role of Degree of Internationalization' is currently under review for publication in Corporate Governance: An International Journal (CABS - 3*). Also, in collaboration with researchers from India, I am currently working on a paper based on Cultural Differences and AI-ESD Integration in Business Curricula using case studies across higher education institutions in the UK and India. Another research project in progress is based on Whistleblowing Policy Disclosure Index for Public Listed Companies in India. In July this year, I presented a paper titled 'Bridging ESG, Financial Performance and Social Media Influence: Unpacking Parent-Subsidiary Firms Dynamics for Sustainable Development' at Academy of Marketing Conference 2025 held in Cork, Ireland. Another paper titled 'Environmental, Social and Governance (ESG) Performance of Parent Firm and Financial Performance of Subsidiary: Moderating Effect of Institutional Distance between home and host countries' received the best paper award in a conference held at BPIT, India. Earlier in 2024, a paper titled 'The impact of national governance quality, institutional distance, and corruption on corporate governance compliance: New Evidence from multinational corporations' subsidiaries in India was published in Corporate Governance (CABS - 2*). In 2023, a paper titled 'The impact of FDI on renewable and non-renewable energy in Bangladesh: Does the global climate change emergencies required?' was published in International Journal of Emergency Services (CABS - 2*).

Dr Neetu Sharma
[**Link to profile**](#)

Research Voices: Dr Rashed Khan

I am a Lecturer in International Business and Marketing. My current research is deeply focused on how digital transformation can drive sustainability across diverse sectors and regions. One of my key projects investigates the impact of digitalisation on sustainability and performance measurement in small and medium-sized garment enterprises in developing countries. This work explores how technology adoption can help these businesses reduce waste, improve efficiency, and align with global sustainability goals, while also enhancing their competitiveness in international markets.

In parallel, I've been examining the role of Industry 5.0 in UK SMEs through the lens of digital transformation for sustainability. This research highlights how human-centric innovation, supported by advanced technologies, can foster resilient and environmentally responsible business models. The findings contribute to the evolving discourse on how small businesses can lead the way in sustainable development through strategic digital integration.

My broader research portfolio includes business ethics, green finance, and sustainable strategies, topics I've explored through publications such as "Green Accounting Practices: A Pathway to Sustainable Business Growth" and "A Quantitative Study on Sustainable Stratagems and its Impact on Financial Performance."

I've also led and participated in funded initiatives like "Achieving Net Zero through empowering ethnic minority women", which reflects my commitment to inclusive sustainability. My work consistently aims to bridge theory and practice, ensuring that academic research translates into meaningful societal impact.

Dr Rashed Khan

[Link to profile](#)

Research Voices: Dr Silvia Tedesco

Dr Silvia Tedesco is an Associate Professor for Sustainability at the Centre for Sustainable Innovation, Salford Business School. With over ten years of academic experience, her work focuses on valorising biomass and organic waste to produce energy, fuels and chemicals, which offers alternatives to non-renewable resources. She collaborates extensively with SMEs across Ireland, Italy and the UK and has received funding from a variety of bodies that supported her research, including Science Foundation Ireland, EPSRC, BBSRC, Innovate UK and The Royal Academy of Engineering. One of her most recent key initiatives is Sustainable Futures, aimed at helping automotive SMEs align with national decarbonisation goals. The programme supports sustainability readiness assessments, carbon-footprint mapping, emissions-reduction insights, and the creation of actionable sustainability plans. Importantly, Sustainable Futures has been shortlisted for the 2025 Northern Automotive Alliance Business Awards in the Environmental & Sustainability category, recognising its innovative impact. Currently, Dr Tedesco contributes to the EPSRC-funded DICE Network+ (Digital Innovation and Circular Economy) as Sustainability Theme Lead, the network was launched in 2025. Through Silvia, Salford leads mapping the lifecycle of digital technologies, developing sustainable design frameworks and fostering circular business models in digital tech, working alongside nine other UK universities. The programme includes demonstrator projects, workshops and stakeholder engagement. She is also leading an Ingenious Award-funded outreach initiative, where engineering ambassadors bring sustainable construction and green engineering into primary school classrooms across Salford and Blackburn. The project uses hands-on activities, such as like designing mini eco-homes in the Energy House 2.0 living lab, to educate Year 5 pupils about retrofitting, biodiversity and renewable energy, while inspiring future engineers amid a growing skills gap.

Dr Silvia Tedesco

Link to profile

Research Voices: Professor Vahid Vahidinasab

My name is Vahid Vahidinasab, and I am a Professor and Chair in Sustainability at Salford Business School, University of Salford. My work focuses on creating self-sustaining communities and neighbourhoods, advancing citizen-led energy and flexibility solutions, decentralised and resilient energy systems, and industrial decarbonisation and symbiosis. At the core of my research is a commitment to delivering practical, fair, and affordable solutions that empower local communities and businesses.

With over two decades of experience across academia, industry, and leadership, I lead the University's involvement in major UKRI and Horizon Europe projects. These initiatives push the boundaries of flexibility markets, decentralised systems, and place-based innovation. My team co-designs pilots with industry, networks, and local authorities, ensuring our work directly addresses real-world challenges. The resulting insights are translated into decision support tools and teaching cases that equip learners and practitioners to make responsible choices aligned with the Sustainable Development Goals: SDG 7 Affordable and Clean Energy, SDG 9 Industry, Innovation and Infrastructure, and SDG 11 Sustainable Cities and Communities.

Our current research explores hyperlocal energy neighbourhoods, inclusive governance, and equitable flexibility markets. Through the DriVe2X project, funded by Horizon Europe and UKRI, we are pioneering bidirectional EV integration and V2X smart charging. These community-based pilots generate evidence for policymakers and industry while shaping curriculum design and executive education to prepare future leaders for the energy transition.

Beyond research, I serve as a keynote speaker, strategic advisor, member of assessment panels, and editor of the top-tier journals, and using thought leadership and public engagement to amplify impact. My overarching goal is to turn systems thinking into real-world change, supporting a just transition to sustainable futures that are inclusive, resilient, and leave no one behind.

Professor Vahid Vahidinasab

Link to profile

Research Voices: Dr Ashraful Alam

Dr. Ashraful Alam is an Associate Professor of Sustainability and the Programme Leader for the MSc Finance at the University of Salford. His research interests focus on sustainability, governance, innovation, and fintech, and his work has been published in leading academic journals including the British Journal of Management, Journal of Business Research, Technological Forecasting & Social Change, R&D Management, Journal of Environmental Management, Business Strategy and the Environment, Energy Economics, Economics Letters, and The International Journal of Accounting.

As part of his research activities, he was involved in the project "Supporting Local Business Priority: E-19 Innovation Ecosystem Navigation Service", funded by the Greater Manchester Combined Authority. Within this project, his team developed a carbon calculator for SMEs, which was officially launched in November 2024. The tool attracted significant attention from students, staff, local businesses, and the media, including coverage by KnowESG. Designed to analyse emissions from operations, transportation, and supply chains, the calculator categorises emissions into Scope 1, 2, and 3. Integrating this tool into the curriculum has significantly enhanced student engagement. It allows students to better understand the assumptions underlying carbon accounting and to examine how businesses can reconcile sustainability objectives with financial goals. By applying the calculator in practical scenarios, students build carbon literacy skills, preparing them for future careers in sustainability accounting, finance, and corporate social responsibility.

In addition to the carbon calculator, he was also part of a carbon credit model project in collaboration with colleagues and an industry partner. This initiative aimed to evaluate and demonstrate the financial benefits individuals could achieve by adopting more sustainable modes of transportation. The project developed a framework to estimate how much money individuals could save by switching from private vehicles, such as cars, to public transportation options like buses. Beyond cost savings, the model also emphasised the positive environmental impact of reducing personal carbon

emissions. The ultimate goal was to encourage more sustainable travel choices by showcasing both the economic and ecological benefits, thereby promoting long-term behavioural change in everyday commuting practices.

Dr Ashraful Alam

Link to profile

Research Barriers

In 2024, University of Salford identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Time constraints
- ❖ Retention and engagement

Partner

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

✎ How We Define Partner

We aim to be the catalyst for integrating cutting edge technology and world leading research into the Greater Manchester business community and beyond; to foster innovation, reduce operational costs, and enhance brands reputation, making businesses and industry more resilient in a rapidly changing market; and to play a pivotal role in addressing the unique challenges faced by businesses on their journey towards growth, carbon neutrality, financial and environmental sustainability.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Positive Impact Rating (PIR)
- ❖ Quacquarelli Symonds (QS)
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ Enactus
- ❖ PRME Global Students
- ❖ SOS-UK

Partnerships

The following provides more details on 3 key partnerships at University of Salford.

SOS-UK

The University of Salford works closely with [SOS UK](#), a charity that supports students and society to learn, act and lead for environmental and social justice. We are participating in the **Responsible Futures** programme, a framework and accreditation mark that is helping to shape and steer our approach to Education for Sustainable Development (ESD). The programme provides a toolkit of criteria and accompanying support that facilitates a close working partnership between students' unions and their institutions. In November 2025, SOS UK will train a team of our own students to deliver a student led audit of our progress against the criteria, to provide valuable feedback and recommendations and determine if we achieve Responsible Futures accreditation.

Colleagues from across the University, including Salford Business School (SBS), have been working with the ESD Officer to progress the ESD agenda and tackle Responsible Futures criteria. This has included establishing an ESD baseline for SBS via student-led curriculum mapping. Four University of Salford students were trained by SOS UK and paid to map all SBS module specifications against the [UN Sustainable Development Goals](#) (SDGs) and wider ESD criteria. Key findings include that over 90% of modules incorporate at least one SDG, at least one wider aspect of sustainability learning and at least one ESD method. Case studies of good ESD practice have also been developed, including for the Future of Business Level 4 module and Business Ethics and Sustainability Level 6 module, which were both presented to colleagues across the University at an ESD Case Study event in October 2024.

Sustainability training has been delivered to new Student Officers, leading to Ahmad Ali, Business & Law Officer acting as the 2024/25 Student Officer Sustainability Champion and Ali Janjua, Business & Law Officer taking on this role for 2025/26. Training for School and Course Reps on sustainability education has also been delivered. The student voice has been key in developing our approach to ESD. 246 UoS students completed the 2024/25 SOS UK **Sustainability Skills Survey,** with 83% of respondents agreeing that sustainable development is something which all courses should actively incorporate and promote. The survey is not promoted as being about sustainability, but skills in general, to avoid biased results. A student listening event took place in February 2024, exploring sustainability in the curriculum. The overarching themes that were identified the need to have sustainability embedded across curricular for all programmes and the importance of embedding sustainability education in practical applications, professional training, and real-world problem-solving. Participants also highlighted that sustainability knowledge directly enhances employability and it is a core competency across all industries.

The University also participates in the SOS UK programme **Green Impact**, which is designed to engage staff in sustainability and generate a sustainable workplace culture. Staff teams work through a toolkit of criteria to support environmentally and socially sustainable practice in their departments, and are recognised for their achievements at an annual awards ceremony. Student auditors are recruited to determine the level of award that staff teams achieve, with students receiving ISEP accredited training from SOS UK and valuable experience. In the 2024 Green Impact cycle, seven teams led by 34 colleagues completed 406 sustainable actions, and were audited by 15 trained student volunteers. One student auditor shared: "Taking part in the Green Impact audit has significantly influenced how I personally view sustainability... small, consistent actions can make a big impact."

The **SDG Teach In**, an annual campaign by SOS UK was promoted to colleagues across the University. The campaign encourages educators, trainers, and facilitators worldwide to integrate the SDGs into their teaching, learning, and assessment activities throughout March. 25 educators at Salford pledged to the 2025 Teach In, reaching approximately 3184 learners. The University reached a final position of 13th place in the number of pledges leaderboard and 11th place in the learners reached leaderboard.

EFMD Global

Two Salford Business School programmes, MSc International Business and MSc Accounting and Finance, have again been re-accredited by [EFMD](#) (European Foundation for Management Development), based on their quality, excellence and strategic relevance. Both programmes were initially accredited back in 2015, with a five-year re-accreditation confirmed in December 2024. The EFMD accreditation constitutes a benchmark for what is considered an internationally recognised programme, aimed at driving excellence in management and business teaching. It is amongst the most thorough programme accreditation systems for business/management degrees globally. The framework for the accreditation is based on a myriad of factors, from programme design to delivery and outcomes. It also considers wider institutional and environmental factors which align with the Business School's own values for an all-round educational experience that teaches ethical and sustainable awareness across courses.The pillars of the accreditation assessment comprise ethics, responsibility, sustainability, corporate perspective and internationalisation, which have been embedded across many of our programmes within the school.

Small Business Charter (SBC)

SBS has held Small Business Charter for over a decade, and secured our latest reaccreditation in 2022. This recognition serves as an affirmation of our commitment to championing entrepreneurship and supporting small businesses across the region, through education and collaboration, and is a reflection of our collective efforts and shared vision. Through SBC, we are continually working on effective engagement with small businesses and driving economic impact through outreach, innovation and research, and it reinforces the drive in SBS to enrich our students' educational experiences with real-world business perspectives and an entrepreneurial mindset.

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at University of Salford support sustainability and responsible management education.

Case Study - HighFive

David Scott from HighFive, the technology subsidiary of law firm HF, worked with the Centre for Digital Innovation and academics from the University of Salford to develop an ethical AI solutions for their business.

The Challenge

As legal and insurance clients increasingly demanded faster, tech-enhanced services, HF saw an opportunity to **diversify their offering** and embed innovation into their business model. But creating new technology internally posed major questions:

- What role could artificial intelligence realistically play in legal workflows?
- How could they test and validate an emerging tech product in a traditional industry?
- Could a law firm deliver innovation at startup speed without compromising client trust?
- How could they ensure that any AI solution they developed, would operate in an ethical way?

The Solution

HF launched **HighFive**, a dedicated internal startup focused on developing tech solutions that add measurable value to its legal service offering. In order to build and implement AI solutions to the insurance sector, they partnered with the **Centre for Digital Innovation (CDI)**. With the prodution of an ethical solution, an absolute priority, the CDI paired HighFive with academics from the University of Salford to make sure that the technology was rigorous, safe and fair. The partnership offered:

- **Technical guidance** on AI feasibility, development pathways, and system integration
- **Research-backed validation** to test assumptions and strengthen credibility with insurers
- **Go-to-market support**, helping shape a commercial strategy to win client buy-in
- **Ongoing collaboration** post-launch to support iterations and product growth

Impact

- **Faster, Smarter Fraud Detection:** High-5's AI tools help insurers and legal teams identify fraudulent claims earlier and with more accuracy.
- **Enhanced Client Offerings:** HF now goes to market with legal services **plus** digital tools—making them more competitive and future-proof.
- **Reputation for Innovation:** Working alongside CDI gave HF the academic depth and R&D credibility to stand out in a conservative industry.

> "It's helped us win more work. Clients see we're not just delivering legal advice—they see we're bringing them tools that add value."
> — David Scott, Partner at HF

[Case Study | How we helped HighFive develop innovative AI - Centre for Sustainable Innovation](#)

Case Study - Beer Piper

Jeff Singer from Beer Piper, a Trafford Park-based business, attended the Help to Grow Management Course between 18 April and 11 July 2024. Beer Piper specialises in providing beer line cleaning systems for the hospitality industry and is part of a larger company with over 40 years of experience supplying chemicals to that sector. By attending the Help to Grow Management Course, Jeff Singer was able to get a different perspective on the business, which allowed him to identify areas for improvement and implement changes.

Help to Grow - case study Jeff Singer

The Challenge

With the hospitality industry facing significant challenges since COVID-19, Jeff joined Help To Grow to learn how to make Beer Piper more resilient to sector-wide downturns, particularly by reviewing existing processes and areas where the business may be "set in its ways".

Particularly, Jeff wanted to be able to contextualise Beer Piper's place in the wider industry to create a more impactful business plan and speed up decision making by improving communication between managers and their teams.

The Help To Grow Management Course is designed to offer a combination of management skills and insights alongside new strategies and frameworks that can be implemented in a business to help it grow.

The Solution

The Help To Grow Management Course is designed to offer a combination of management skills and insights alongside new strategies and frameworks that can be implemented in a business to help it grow.Jeff believes that the Help to Grow management course offered significant value, both personally and professionally. One of the biggest impacts of the programme was how it helped him assess and benchmark Beer Piper's operations, offering a fresh perspective on the company's long-standing processes and an opportunity to make improvements.

He emphasised that, despite having solid systems in place after years of operation, there can always be room for improvement and that Help to Grow allowed him to identify where these could be made. As a result, Beer Piper has implemented multiple changes, which have had a positive impact on the business.

These changes included making use of a business plan that is now incorporated into every board meeting and helps put the wider trajectory of Beer Piper and its place within the hospitality sector into perspective. This, in turn, has helped them to formulate strategies to better navigate and weather the challenges faced by the sector.

Impact

The improved perspective that resulted from building a business plan allowed Beer Piper to identify organisational issues that restricted decision making and agility between the leadership team and the rest of the staff. As a result, Jeff has now stepped in to bridge this gap, allowing the business to make quicker decisions. Help to Grow has been positive for Beer Piper in many ways and due to this Jeff would highly recommends the programme to other businesses, particularly those with a long history in their respective industries. He thinks it offers companies an opportunity to gauge their performance and processes against best-practice, overcoming organisational blind-spots to identify and implement more efficient ways of working.

Beer Piper - Centre for Sustainable Innovation

Case Study - SmartScan

Overview

We worked with GS1 UK Ltd to develop a new solution to the limited availability of product information for those working in construction: SmartScan.
An innovative digital tool designed to streamline access to validated and verified construction product information, SmartScan enhances safety and efficiency within the industry by allowing users to access up to date digital product data from their smartphone.

The Challenge

Manufacturers of construction products produce essential information including performance data, certificates and manuals. This information is vital for the builders, merchants and consumers using these products, who rely on it to ensure compliance and safety across the supply chain, and to make informed decisions on the projects they are working on. However, this data is often difficult to access and can be inconsistent or unreliable.

To address this, we wanted to develop a solution that would achieve the following objectives:

- ○ Improve access to verified data by offering a simple-to-use scanning tool that can be used through existing devices like smartphones.
- ○ Enhance safety and compliance by ensuring that validated product information is always available and up to date.
- ○ Increase supply chain efficiency by improving the accuracy and availability of data
- ○ Engage industry stakeholders to co-create a scalable digital solution
- ○ Educate and support supply chain stakeholders in adopting digital technologies and driving the digital transformation of the construction sector

The Solution

SmartScan was developed in collaboration with GS1 UK Ltd and engaged stakeholders through the InnovateUK Accelerated Knowledge Transfer (AKT) programme. A user-friendly, digital tool, accessible via a smartphone, SmartScan allows a user to scan barcodes or manually input Global Trade Item Numbers (GTINs) to access digital product data provided by manufacturers on their websites.
It utilises international GS1 open standards, ensuring a unified identification approach that offers a link to relevant online materials for both business partners and consumers.Throughout the project, the University of Salford provided expertise in system design and data modelling, while GS1 UK Ltd ensured the solution met industry standards and addressed real-world challenges. In order to implement this project, we followed a structured approach with three key stages: **Design, Development, and Evaluation.** We engaged with key stakeholders, including manufacturers and business partners to as we built the SmartScan prototype to ensure that it met the needs of those directly impacted by the challenges in the construction industry, and that it would function as intended under the real-world stresses of this environment.

Impact

The project successfully met its objectives by producing the digital solution SmartScan. Through usability tests with construction products from different manufacturers we were able to confirm that the solution effectively addressed the challenges in the construction industry related to inconsistent, inaccurate, and hard-to-access product information. Feedback from industry stakeholders was overwhelmingly positive.

SmartScan successfully solved the following challenges:

1.
   1. **The solution improves access to verified data** by linking **Global Trade Item Numbers (GTINs)** to validated product data available on manufacturers' websites. SmartScan delivers this through an interface that is easy to use and accessible for those working on construction sites. All it requires is the device in your pocket and a connection to the internet.
   2. **Enhanced safety and compliance were achieved b**y facilitating access to essential product information such as performance data, certificates, and manuals.
   3. **Feedback confirmed that increased supply chain efficiency** would result from stakeholders being able to access the necessary data quickly, reducing delays and errors.
   4. **Scalability and industry-alignment** was achieved by working closely with GS1 and integrating feedback into the design process so that real-world challenges could be addressed.
   5. **SmartScan was developed with stakeholders from the construction sector's supply chain**, who actively participated in its design. They were also educated on innovative workflows, the adoption of digital technologies, and strategies for driving digital transformation within the industry

SmartScan - Centre for Sustainable Innovation

Practice

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

✏️ How We Define Practice

We are deeply committed to reaching far beyond our boundaries to be a place that is at the forefront of building social justice for people and communities. We will achieve this through partnership, outreach, and collaboration with key stakeholders to advance social justice and break down the barriers to opportunity for all.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Ethical leadership or good governance policies
- ❖ Greenhouse gas emissions
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ USGBC building guides
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

uos-accessparticipationplan-2024-2025to2027-2028	View document ↗	Download document ⬇

uos-accessparticipationplan-2024-2025to2027-2028-summary	View document ↗	Download document ⬇

uos-edi-edistatementofambition-v2-2024	View document ↗	Download document ⬇

20241120 Sustainability Annual Report Summary 23-24 v1.4	View document 🔗 Download document ⬇

Energy and Water Policy	View document 🔗 Download document ⬇

UoS Net Zero Carbon Plan Web Ready	View document 🔗 Download document ⬇

UoS Scope 3 Emissions v5.0 June 2024	View document 🔗 Download document ⬇

Certificate of Commitment to Athena Swan Principles	View document 🔗 Download document ⬇

Practice Awards

In 2024, University of Salford received 7 awards for responsible and/or sustainable practices.

🏆 Create Student Sustainability Champion Award

Granter: School of Arts, Media and Creative Technology at the University of Salford

Grantee: Holly Bellack - BA (Hons) Film Production Student

Award Description:

Held at the Lowry Hotel, the evening featured a celebration dinner and nine awards recognising creativity, innovation, and impact — including the Sustainability Champion Award, which highlights our students' commitment to a sustainable future. The award was presented by Bec Bennett, Associate Director of Sustainability at Salford. Winner of the Sustainability Champion Award, Holly applied BAFTA's Albert Carbon Literacy training to her final film project, actively reducing its carbon footprint. Her work has been selected as a BAFTA Albert case study — a testament to her leadership in sustainable filmmaking.

🏆 EcoCampus Platinum

Granter: EcoCampus

Grantee: University of Salford

Award Description:

EcoCampus provides Universities and Colleges with the practical tools to help them manage and improve their sustainability performance using a management system approach. An independent audit adds reliability to this process, while assuring interested parties and enhancing the institution's reputation. External audits are undertaken by the EcoCampus team at the Bronze, Silver & Gold Phases and by a UKAS accredited EMS certification body at the Platinum Phases. At the Platinum Phase, a certification body will also audit against the international environmental management standard, ISO14001.

🏆 People & Planet University League - University of Salford

Granter: People & Planet

Grantee: University of Salford

Award Description:

People & Planet's University League (see table below) is the only comprehensive and independent league table of UK universities ranked by environmental and ethical performance. It is compiled annually by the UK's largest student campaigning network, People & Planet. In 2024-25, the University of Salford climbed 7 places to 8th out of 149 UK Institutions. The assessment system takes into account a wide range of criteria, including carbon management, engagement, waste and education. Professor Will Swan, the Director for Sustainability at the University, said: "We are delighted to have retained our first-class status and moved back into the top 10 of the league, our highest position to date. This improvement reflects the ongoing efforts to place sustainability as a key element of our operational, research and teaching and learning activity." Mark Wantling, Chief Information Officer and University Sustainability Lead said: "Securing a place in the top 10 of the People and Planet University League is brilliant recognition of our ambition to embed sustainability in all aspects of University life. Scoring highly across a range of metrics highlights our strengths as well as our key areas for improvement which we are committed to addressing."

🏆 Positive Impact Rating - Level 3

Granter: Positive Impact Rating

Grantee: Salford Business School

🏆

UoS R&KE Awards 2025 - Making a Difference Through Partnerships and Collaboration with Key Stakeholders: Developing Cutting Edge Creativity and Innovative Practice

Granter: Unversity of Salford Research and Knowledge Exchange Awards

Grantee: The AI-Cyber Nexus Project: Angel Jimenez-Aranda, Yun Chen, Tarek Gaber and Mirage Islam

Award Description:

The project was a high-impact initiative, with a strong focus on supporting SMEs across Greater Manchester. Its inclusive approach supporting wider knowledge exchange and long-term impact deserves recognition. The AI-Cyber Nexus Project As AI technology has developed, its influence on cybersecurity has grown. At this critical intersection, two key challenges have emerged: How can you improve the security of AI systems? And how can you leverage AI to enhance cybersecurity practices? To address these challenges, we created the AI-Cybersecurity Nexus project. Through a suite of free resources – including workshops, podcasts, online training and consultancy – the project will educate and empower SMEs, helping you to adopt AI-driven cybersecurity solutions and mitigate the risks associated with integrating AI into your business's operations. Start learning at aicybernexus.salford.ac.uk Innovate with confidence By combining practical training with strategic guidance, we want to empower SMEs with the knowledge and tools needed to secure their digital environments and effectively navigate the evolving cybersecurity landscape. This project will help your SME implement and integrate AI-powered solutions confidently. "Many businesses are at a critical point in their AI journeys and, while the technology presents great scope to drive innovation, efficiency and productivity, it's essential those at the helm of leading adoption are educated on these opportunities as well as security risks." Project lead, Dr Angel Jimenez-Aranda, Associate Professor in Digital Transformation at the University's Centre for Sustainable Innovation. https://sustainable-innovation.salford.ac.uk/ai-cybersecurity-nexus/

🏆 Emerging Innovation and Entrepreneurship Activators of the Year

Granter: European Triple-E Awards

Grantee: Salford Business School's Centre for Sustainable Innovation (CSI)

Award Description:

The 2024 Triple E Awards were hosted by Nova University Lisbon, and are aimed at providing institutional-level awards, to drive and encourage entrepreneurial initiatives within higher education. The Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU) established the awards in recognition of the need for a platform that honours institutions advancing and promoting entrepreneurship at an organisational level. With four regions worldwide, 197 eligible countries and over 180 finalists globally, across more than 35 award categories, the competition was strong. Despite

this, the CSI secured second place which is a testament to the team's hard work and dedication since its launch in January 2024. Sara Boswell, Director of the CSI, commented: "As the business landscape is so diverse and constantly evolving, with shifting practises and priorities taking precedence each year, sustainability has become an essential factor to ensure long term success. Whilst the ACEEU embraces entrepreneurship, it also aims to integrate ethical and sustainable practises into educational frameworks. The CSI was launched advertising a clear statement of our intention to play a lead role in building a better ecosystem within not only the University, but also across the Greater Manchester region and long-term, globally." Since its inception, the CSI has supported the innovation and growth of over 170 businesses across various sectors, generating over £1 million in funding, while supporting the development of multiple new product and service innovations. Offering a range of programmes and services, the CSI is a catalyst for collaboration, helping businesses to adopt new technologies, test ideas, conduct research and develop their skillsets.

🏆 Green Flag Award

Granter: Green Flag Award

Grantee: The University of Salford

Award Description:

The Green Flag Award® scheme recognises and rewards well managed parks and green spaces, setting the benchmark standard for the management of recreational outdoor spaces across the United Kingdom and around the world.

Practice Voices

The following statement from stakeholders at University of Salford demonstrates our commitment to sustainable and responsible practices.

Adopting PRME Principles at UoS

Our University Sustainability Strategy (published in 2024-25) sets the framework of how we will embed sustainability in all aspects of university life to enable our university community to create impactful positive change for society and environment.

The strategy details our three goal areas. Sustainable Campus, which considers the major issues of net zero, waste, water and biodiversity; Sustainable Impact, which considers the contribution of wider University activities, such as research, teaching and enterprise to addressing global challenges; and Sustainable Communities, which explores how we engage with our wider stakeholders as a Civic University to drive sustainability more widely. The strategy reflects our commitment to delivering high level environmental metrics but recognises that the contribution we can make as a university towards a sustainable future is much wider.

SUSTAINABLE CAMPUS

Environmental and Energy Management

Following a successful external audit, the University's Environmental and Energy Management System has been re-certified to BS EN ISO 14001 and ISO 50001 standards. These certifications reflect our commitment to regulatory compliance and continual improvement in environmental and energy performance.

Our Net Zero Carbon Plan drives continued investment in enhancing the energy efficiency of our buildings and campus infrastructure, supporting our ambition to achieve net zero carbon emissions by 2038. This year's efforts have focused on optimising building controls, upgrading lighting systems, and decarbonising heat sources. Notably, gas consumption has been reduced by over 50% compared to our 2016/17 baseline. The next phase of our Decarbonisation Plan was launched this year, involving further building optimisation, the installation of solar panels to generate renewable energy, and a major retrofit of the Mary Seacole Building. This work has been part-funded through the Public Sector Decarbonisation Scheme. In parallel, our Sustainable Construction Framework continues to guide new developments, challenging design teams to embed sustainability principles throughout the design process. During the 2024/25 work has commenced on the construction of the Greater Manchester Institute of Technology (GMIoT) and the new Health Clinic, Thrive Building. Both buildings have been designed to be all electric, incorporate living green walls, solar panels, rainwater harvesting, new cycle facilities and improve the biodiversity by at least 25%. The Health Clinic Building is also targeting BREEAM Excellent and will be our first University building to achieve the WELL standard. We are delighted to have our Net Zero Carbon Plan recognised as a finalist in the 2030 Carbon category of the 2025 Green Gown Awards.

We have also advanced our approach to Climate Risk Management and Adaptation. Working alongside a graduate intern, we have identified climate-related risks and opportunities. In the coming year, we will continue engaging stakeholders to develop actionable insights that inform strategic decision-making and strengthen our climate resilience.

The University was awarded Two Stars in its first Food Made Good Awards assessment, recognising strong performance in environmental sustainability, ethical sourcing, and social impact. Our Eat and Drink Team achieved a 69% score through initiatives such as sourcing local and seasonal produce, reducing waste, and promoting healthier, Fairtrade-certified options. Plans are in place to build on this success and aim for a Three Star rating.

The University of Salford Conferencing and Events team achieved the Gold EcoSmart certification from Greengage, recognising their excellence in sustainable practices across energy, waste, transport, and social responsibility.

Green Campus and Biodiversity

We are proud to maintain one of the best green campuses in the UK, having been awarded the prestigious Green Flag Award for the sixth consecutive year. Our campus provides valuable green spaces that benefit students, staff, and the wider community—offering opportunities for social interaction, enhanced physical and mental wellbeing, and meaningful engagement with nature.

As part of our continued commitment to biodiversity and sustainable landscaping, key initiatives undertaken this year include:

- Installation of seven bee posts and a sand planter designed to accommodate ground-nesting bees.
- Planting of 58,000 spring-flowering bulbs and the creation of new wildflower areas across campus.
- Placement of 15 bird feeders located in Strawberry Hill Woodland and the David Lewis Playing Fields.

Our biodiversity work is further supported by a graduate intern, who is helping to establish baseline data and develop guiding principles to ensure nature is actively supported across campus. These efforts align with our Campus Connectivity Plan, which prioritises biodiversity net gain, urban ecological enhancement, and the promotion of healthy, nature-connected lifestyles.

Sustainable Impact

Here we recognise the impact of our teaching, learning and research as well our supply chain to contribute to sustainability. You can see how we are contributing to sustainability by embedding Education for Sustainable Development and Research for Sustainability in the wider report.

The United Nations Sustainable Development Goals (UN SDGs), or Global Goals, are a call for action for all countries to promote prosperity while protecting the planet and provide a framework for action on sustainability globally. We recognise the critical role that education has in delivering the United Nations Sustainable Development Goals (UN SDGs) and are using them as a framework for action by mapping our activity to the relevant goals. This year we participated in the Times Higher Education Impact Ranking for the first time. For our first entry in the Rankings, we chose to submit against the following SDGs: Good Health and Wellbeing, Gender Equality, Affordable and Clean Energy, Reduced Inequalities and Partnerships for the Goals (compulsory for all institutions). The Impact results

provide a great benchmark for us to work from to continually improve across all of the Sustainable Development Goals, which reflect our own overall strategic vision to enrich lives and create a more just and equitable society.

We also recognise the need to embed sustainable practices in the conduct of research and innovation. As a signatory to the Concordat for the Environmental Sustainability of Research and Innovation Practice, we share the ambition for the UK to continue delivering cutting-edge research, but in a more environmentally responsible and sustainable way.This year we have evaluated our current practices in responsible procurement which we have embedded into high value purchasing. Moving forward we will further broaden our approach and increase engagement with suppliers to support decarbonisation of our supply chain and scope 3 carbon emissions.

Education for Sustainable Development

Our University Strategy outlines our commitment to Education for Sustainable Development (ESD): 'We will support our students to develop the knowledge, skills, values and behaviours necessary to be empowered and equipped to take action to support sustainability, and tackle and cope with the environmental, social and economic challenges we face today and in the future.'. During 2024/25 the University has collaborated with Salford Students' Union (SU) to progress the ESD agenda and continue our work towards Responsible Futures accreditation, an SOS-UK ESD programme. The student voice has been key in developing our approach to ESD. A student listening event this year explored sustainability in the curriculum, with participants recognising the benefits of and need to have sustainability embedded across curricular for all programmes. The University of Salford Business School (SBS) and University Sustainability Team collaborated to embed ESD through the development of a Carbon Literacy programme, accredited by The Carbon Literacy Project. The course has initially been incorporated into all SBS Post-graduate Taught programmes. ESD is also exemplified by the Environmental Justice module developed by Dr Dave Beck, to address the urgent need to educate social science students about the intersection of environmental issues and social inequalities. The module uses transformative pedagogy and a Living Lab style assessment focussed on campus sustainability challenges. This module has been recognised as a finalist in the Next Generation Learning and Skills category of the 2025 Green Gown Awards.

Through our collaboration with the Greater Manchester Civic University Board we have mapped our current programmes to help identify pathways across the city region to meet the green skills needs of the future economy. This cross-institutional group also collaborated on the Green Careers Mission, which gave students from all GM universities and a variety of disciplines and levels the opportunity to work together to tackle real-world sustainability challenges set by industry partners, aligned with the Greater Manchester Combined Authority's Environmental Plan.

More information on the Green Careers Mission:

https://www.greatermanchesteruniversities.org/news/green-careers-mission-event

https://www.greatermanchesteruniversities.org/news/students-shine-at-gm-green-summit

https://www.greatermanchesteruniversities.org/news/gm-green-skills-collaboration-shortlisted-for-national-award

Sustainable Communities

Engaging both the University and the wider Salford community in sustainability is central to our mission of creating lasting, positive change. Through inclusive initiatives and hands-on experiences, we continue to empower individuals to take meaningful action for people and planet. In the 2024 Green Impact cycle, seven teams led by 34 colleagues completed 406 sustainable actions, audited by 15 trained student volunteers. The initiative reached over 320 staff and students across departments, Schools, and offices. Additionally, 76 MSc students from the Standards & Auditing module conducted real-world sustainability audits of NHS General Practices, integrating sustainability into academic learning. One student auditor shared:

"Taking part in the Green Impact audit has significantly influenced how I personally view sustainability... small, consistent actions can make a big impact."
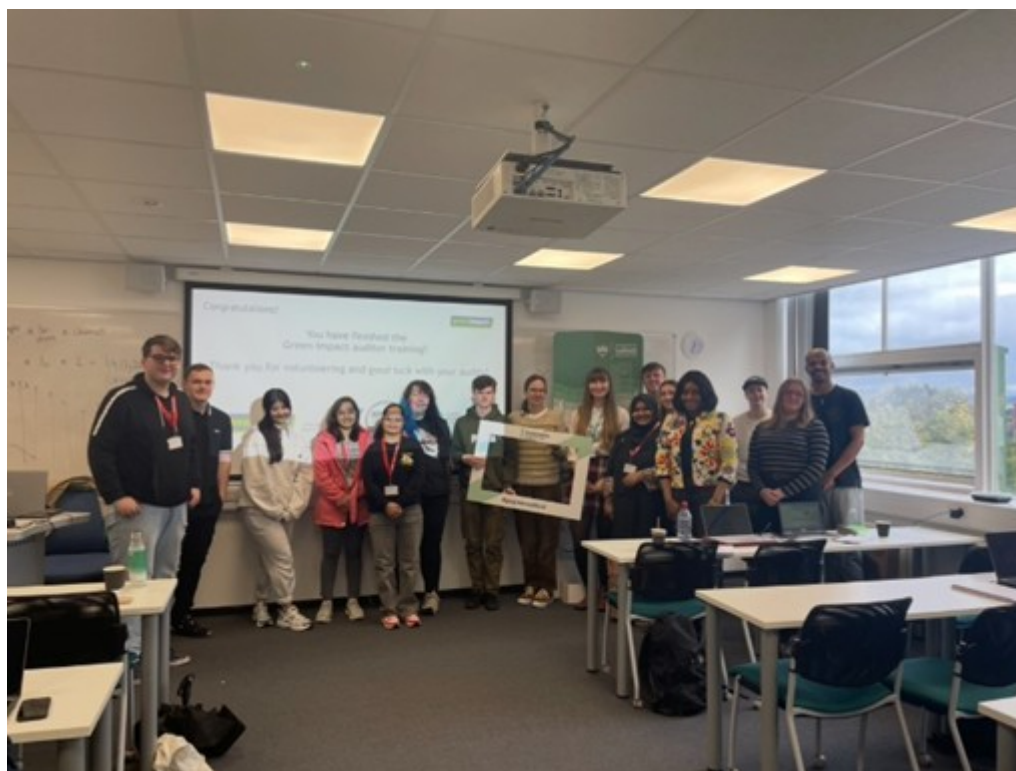
We also launched the Laboratory Efficiency Assessment Framework (LEAF) to improve sustainability in lab environments. Our Bodmer and David Collins Labs have already achieved Bronze LEAF certification. We aim to have all our research laboratories certified under the LEAF scheme by the start of 2026.

Our Festival of Sustainability, *Go Green Salford*, was relaunched this year and now runs twice annually. Activities included carbon and nature literacy training, art gallery tours, bike maintenance workshops, and nature walks to support wellbeing available for students, colleagues and the wider community. One student reflected: *" I enjoyed the social aspect, meeting like-minded people, particularly on the BioBlitz events, where it was great to see so many people sharing a common passion of nature and wildlife!."*

Student-led initiatives also flourished. *SWAP NOT SHOP*, organised by Fashion Image Making and Styling student Ruby Gray, encouraged sustainable fashion through clothing exchanges. Meanwhile, our Community Growing Space saw regular volunteer-led sessions, transforming the area into a vibrant hub of produce and biodiversity.

Share

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

✏️ How We Define Share

We are committed to transparently communicating progress in embedding responsible management education across teaching, research, and operations, aligned with the UN Sustainable Development Goals.

Engagement Opportunities

University of Salford 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
- ❖ Partnerships with local organizations
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Annual reports

Communication Audiences

University of Salford communicates its policies and progress on sustainable development and responsibility with:

- ❖ Prospective and current students
- ❖ Media and public relations channels
- ❖ Faculty and staff
- ❖ Accreditation bodies
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Non-governmental organizations (NGOs)
- ❖ Alumni and donors

Sharing Voices

The following statements from stakeholders at University of Salford demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

Sharing Voices: Making a difference with our communications

At Salford Business School, our communications work is all about sharing stories that matter. We use our channels not only to celebrate successes but also to reflect honestly on the lessons we learn along the way. By doing this, we help our community learn together and stay true to our values of sustainability, inclusivity, social justice, and ethical leadership.

Internally, we make sure colleagues and students see themselves in the school's mission by highlighting expertise, amplifying diverse voices, and opening up conversations about what responsible education looks like in practice. Externally, we take the same approach. Through social media, media relations, blog content, and public engagement activity, we share research and insights that spark debate and influence positive change. Sometimes that means showcasing achievements, and sometimes it means talking openly about the challenges of applying sustainability and equity in real-world settings. By being transparent about both, we help businesses, policymakers, and communities learn alongside us.

For us, communication is not just about promotion. It is about dialogue, collaboration, and sharing knowledge in a way that connects people. In this way, the principles of responsible management and sustainability are not abstract ideas, but values we put into practice and share every day with our stakeholders.
Laurissa Hackett – Communications Manager, Salford Business School

Sharing Voices: Alumni

Within my work at the Salford Business School, alumni engagement plays a central role in advancing our commitment to the Principles for Responsible Management Education, particularly in creating opportunities to share successes, challenges and lessons learned across our community. Through our communication channels and volunteering opportunities, we actively highlight and celebrate alumni who exemplify ethical leadership, sustainability, and responsible management in practice, ensuring that these stories inspire current students and fellow graduates alike.

As the Alumni Engagement Officer for the Salford Business school, I am proud to support our PRME submission by highlighting how our alumni community actively contributed to advancing responsible management, ethical leadership and sustainability. From March 2020 to March 2023 the University, following staff changes, had just one Alumni Engagement Officer working across all four schools. Since I began in 2023, we've seen an increase in alumni volunteering, particularly on topics such as global supply chains, Cross-Cultural Leadership, and diversity management.

In 2024–25, alumni engagement at the University of Salford reached new levels, with **385 unique volunteers delivering 456 acts of support** and contributing **over 1,067 hours**. Notably, **354 were new volunteers**, reflecting the growing appetite of our alumni community to contribute to the next generation. In 2025 we implemented a system for logging volunteering hours so we can calculate that each year going forward.

At Salford Business School, **52 alumni volunteered**, contributing **138.75 hours** across a diverse range of activities including guest lectures, advisory boards, mentoring, blogs, and podcasts. Our alumni's voices featured prominently in newsletters, social media posts, awards and events, across these mediums we showcase alumni who are driving positive change in their industries and communities. Alumni not only support the University of Salford's strategy in action, but also inspire current students to view responsible management as integral to their future careers.

Alumni are open in sharing both achievements and the barriers they encounter, for example, **Richard Tang (CEO, Zen Internet)** joined a Business Ethics and Sustainability panel, openly discussing both achievements and challenges in embedding responsible business practices. **Nafisa Usman (MSc Financial Services Management 2019)** participated in the *Go Beyond – Women in STEM* event, reflecting on the opportunities and barriers facing women leaders.

Alumni also contribute as role models, speaking at graduation ceremonies and inspiring current students—examples include Kai Ojo, Idrees Mohammed, and Zuzanna Briant. In addition, alumni support social justice and inclusion initiatives, such as Sithengisiwe Melan Muchegwa (LLB Law 2021) at the Black History Month panel and Maudlyn Akosua Awuku (MSc Project Management 2021) in a Social Justice workshop. At the **Salford Postgraduate Annual Research Conference (SPARC)** alumni presented their research on responsible leadership, AI ethics, and the digital divide, offering students not only knowledge but also lessons from the obstacles they faced. This candour helps students understand that responsible management requires resilience, creativity, and a willingness to adapt.

Alumni contributions extend beyond the classroom into communications and storytelling: some Alumni provided blogs and testimonials, while others featured in podcasts such as *Business Disrupted*, *HRUnpacked* and *Belonging in a Business School*. These platforms allow graduates to share experiences candidly – highlighting both what has worked and the barriers they have faced.

Importantly, alumni do not only respond to invitations – many proactively approach the School to contribute to our sustainability and responsibility agenda. They volunteer as mentors, guest speakers, or collaborators on projects, bringing lived experience of ethical leadership and sustainable business into the classroom. This engagement has grown year on year, with more alumni choosing to support modules, career development activities, and research discussions that foreground responsibility and ethics.

By connecting alumni with students and staff, we create a cycle of learning: alumni share how they live their values in practice, students reflect on what responsible leadership means for their future, and the school integrates these lessons back into teaching and research. In this way, alumni engagement directly supports PRME's commitment to sharing knowledge and experiences to advance responsible management education.

Looking ahead, we will continue to expand opportunities for alumni to contribute to the sustainability and responsibility agenda, strengthening a global network that learns not only from successes but also from honest reflection on challenges. This cycle of sharing reinforces our common purpose and underlines Salford Business School's commitment to PRME.
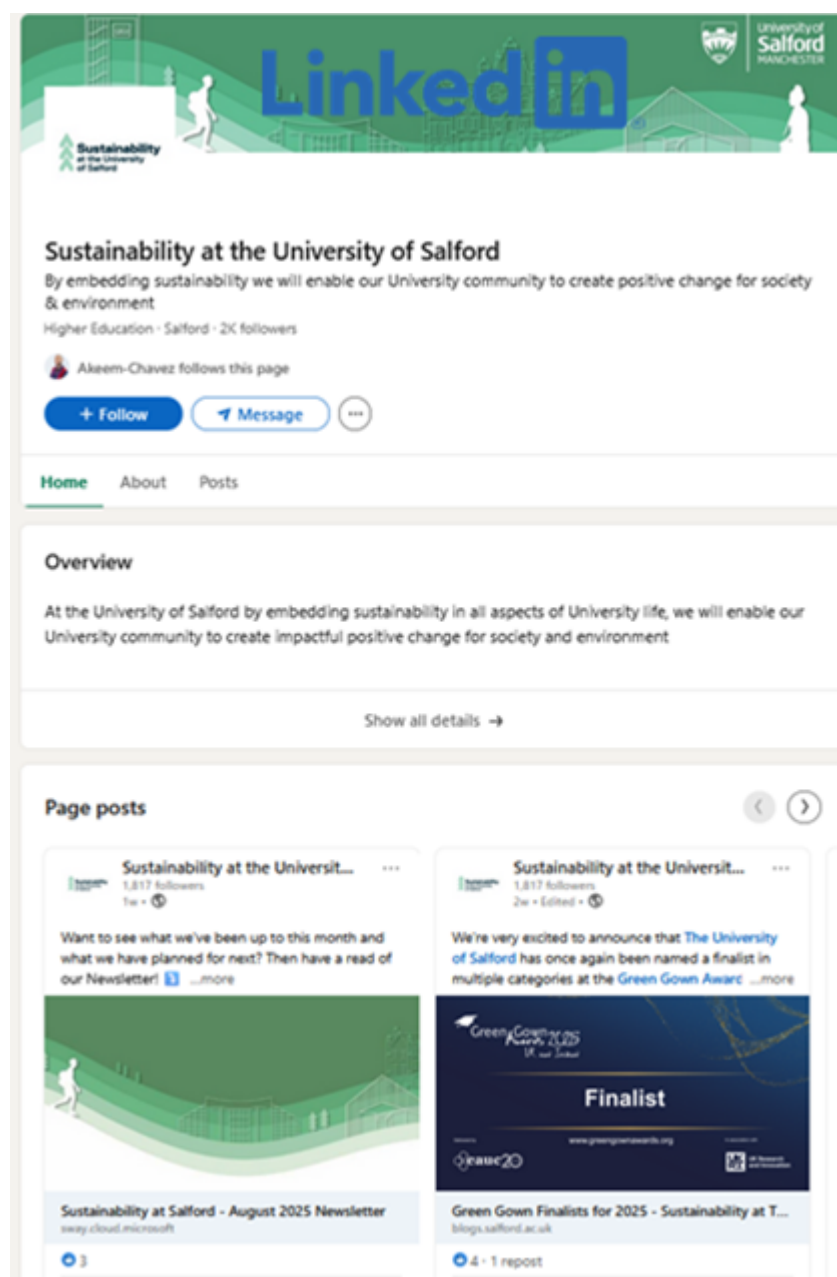**Akeem-Chavez Charters-Rousseau, Alumni Engagement Officer, Salford Business School**
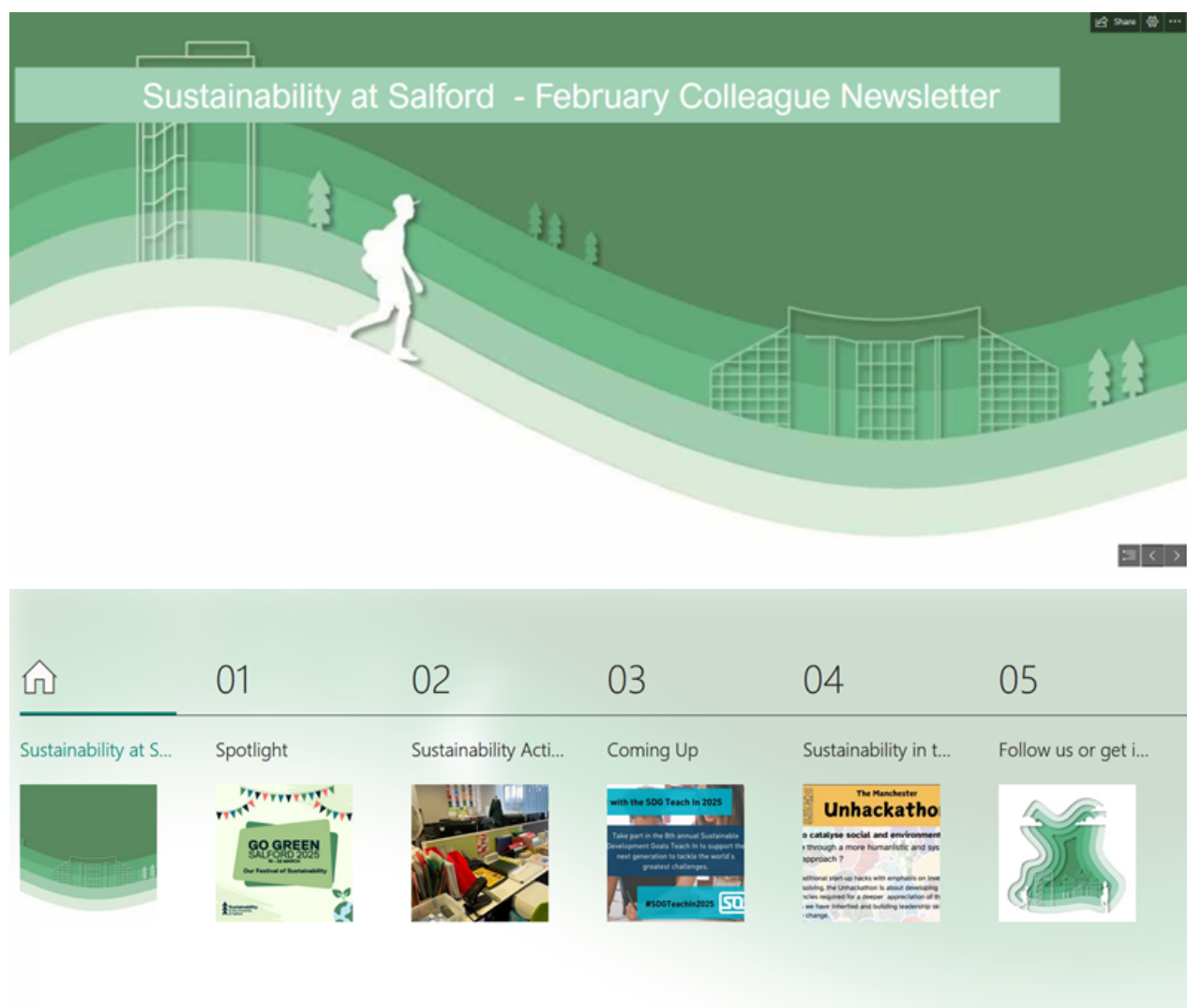
Let's Be Social!

Sustainability at the University of Salford has a presence across social media:
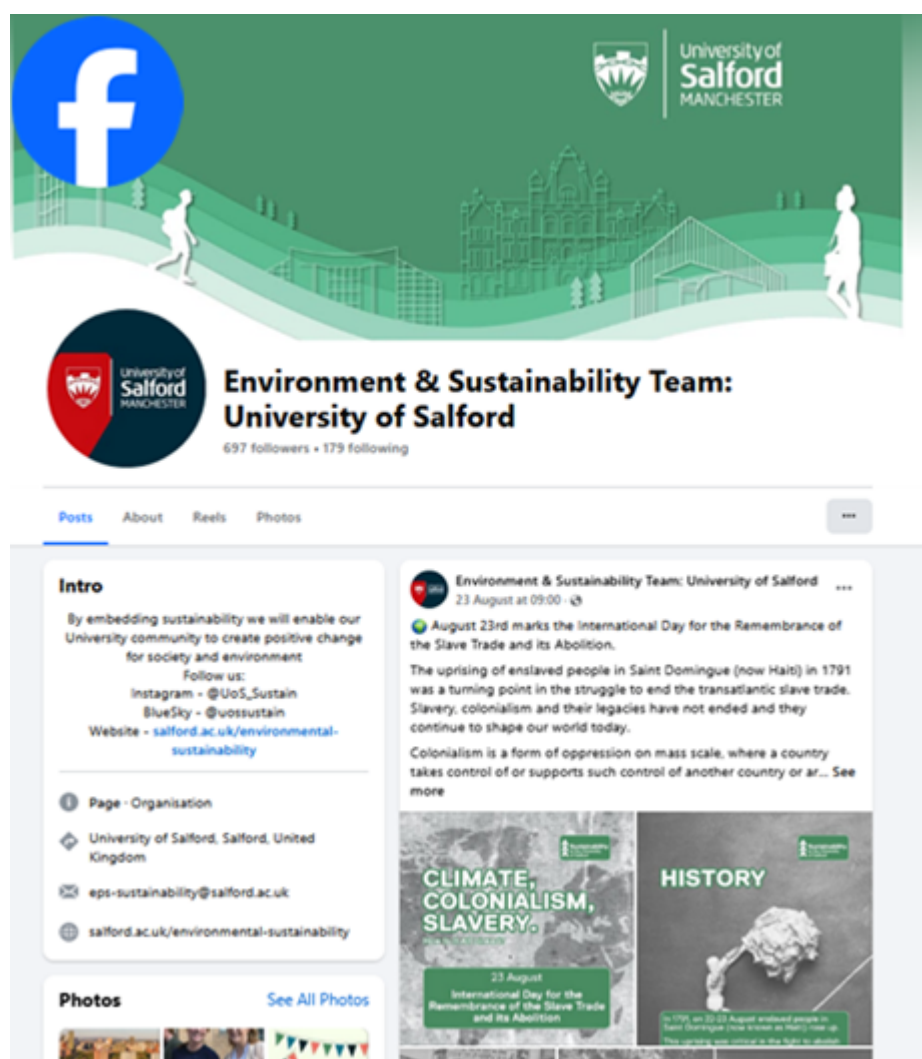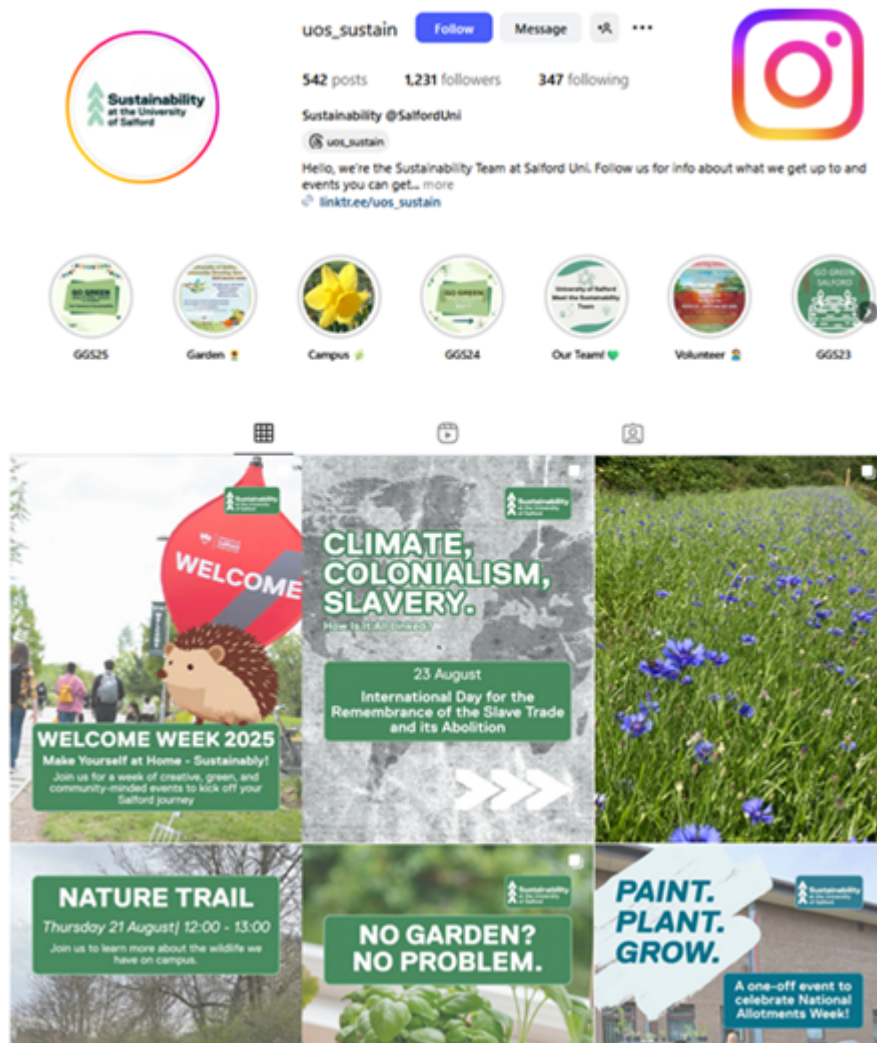
There is also a monthly internal newsletter for staff:

Communication Barriers

University of Salford faces the following barriers in transparent communications:

Audience reach

Media visibility

University of Salford

Address

Salford Business School, University of Salford, Salford, Greater Manchester, M5 4WT
United Kingdom

Website

http://www.salford.ac.uk