

PRiME

*an initiative of the
United Nations Global Compact*



Sharing Information on Progress 2026

University of Salford

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about 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.

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

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

2025 Statistics	Number
Graduates	1161
Student Enrollment at the University	28582
Student Enrollment at the Institution	7757
Undergraduate Attendance	3149

2025 Statistics	Number
Masters-Level Postgraduate Attendance	4433
Doctoral Student Attendance	82
Certificate, Professional Development, or Continuing Education Attendance	93

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

Undergraduate Degree Programmes

 BSc Business Management
  BSc Business Information Technology

 BSc Business Management with Economics
  BSc Business Management with Finance

 BSc Business Management with Law
  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
  LLB Law
  LLB Law with Criminology

Masters Degree Programmes

- LLM Global Business Law and Regulation
- 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)
- MSc Accounting and Finance

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.

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.



Who Champions Responsible Management Education at Our Institution

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

Student Voices

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

Student Voice- Ayush Kanta Mainali



My name is Ayush Kanta Mainali, and I recently completed my MSc in Project Management at the University of Salford (Class of 2026). Modules like Procurement Risk and Contract Management and People Management in Projects have influenced my knowledge of sustainability and ethical leadership throughout my studies. Prior to getting into these subjects, it was simple to see project management from an operational perspective that was only concerned with budget and timetables. But whereas People Management in Projects focused on the human aspect of leadership, studying procurement risk changed my viewpoint toward ethical sourcing, open governance, and sustainable supply chains. Together, they helped me understand that responsible management involves more than just achieving project goals on paper; it also entails managing teams with compassion, safeguarding employee welfare, and making sure outside partners uphold common principles.

My dissertation, "How Consumer Behaviour Insights Influence Project Success in Service Industries: A Systematic Review," was directly influenced by this changing perspective. Through this effort, I came to understand that the long-term, beneficial value provided to end users and local communities should be the main criteria for project success rather than internal limitations like budget or speed. Building stakeholder trust and acting morally are essential to achieving significant results, especially in service-driven workplaces, as I discovered when I connected responsible management concepts with consumer behaviour.

Ultimately, studying at Salford has equipped me with practical skills in ethical risk evaluation, stakeholder engagement, and value-driven decision-making. What makes Salford's approach so impactful is that responsible management isn't treated as a standalone theoretical topic; it is embedded into real-world scenarios across every module. This holistic experience has fundamentally changed how I approach my future career, giving me the confidence to step into the industry not just as a project manager who gets things done, but as an accountable leader committed to responsible practice

Student Voice - Minh Duong

I am currently completing my MSc in Operations Management and Business Analytics at the University of Salford. My academic interests focus on supply chain management and digital technologies, particularly how operation and technology can improve bussiness while creating long-term value.

Before joining the programme, I mainly associated sustainability with environmental protection, such as reducing waste and lowering carbon emissions. I also actively participated in environmental protection activities and conferences on emissions in my home country. However, through modules such as Industry 5.0, Procurement, and Supply Chain Management, together with a range of real-world case studies, I developed a much broader understanding of sustainability. I realised that sustainable business is not only about protecting the environment, but also about balancing economic performance, social responsibility, and environmental impact. Long-term business success should be measured not only by financial results, but also by the value an organisation creates for its employees, customers, communities, and other stakeholders.

This learning experience has changed the way I think about business and leadership. I now believe that responsible leaders should consider the long-term consequences of their decisions and balance the interests of different stakeholders rather than focusing solely on short-term financial performance. It has strengthened my understanding of sustainable business practices and the importance of integrating environmental and social considerations into strategic decision-making. In addition, I have developed stronger critical thinking and decision-making skills by learning to evaluate business challenges from multiple stakeholder perspectives. More importantly, I have strengthened values such as responsibility, integrity, and a commitment to creating sustainable, long-term value.

I particularly appreciate that the University of Salford embeds responsible management and sustainability across different modules instead of treating them as separate topics. Learning through practical case studies has helped me understand how these principles can be applied in real business situations. This experience has prepared me to become a more responsible, ethical, and sustainability-focused business professional in my future career.

Continue telling your story

FINAL-1021-EDI-Calendar-A4-AW

View document  Download document 



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.

Educator Recognition

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

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

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 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.

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.

Continue telling your story

Business Ethics and Sustainability Flyer

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

The Future of Business Flyer

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

MA Fashion Business and Marketing BA Fashion
Business and Promotion Flyer

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

MA Production Management and BATAR Flyer

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



Research

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

Research vs Research for RME/Sustainable Development

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

vs

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

Research Funding

In 2025, University of Salford was awarded funding for research that is:



Regional



International



National

Socializing Research

In 2025, University of Salford contributed research findings to:

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

Publications Related to RME and/or Sustainability

**Does regularity quality enhance sustainability performance?
International evidence**

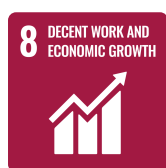
| [DOI](#)

Authors: Mousumi Zaman | Rasol Eskandari | Rashed Khan

Date of publication: January, 2026

Department: Management | Business Analytics

Regulations play an important role in holding companies accountable to society. This study, therefore, examines the relationship between regulatory quality and sustainability performance. We used panel data from 383 financial firms across 12 countries, covering the period from 2012 to 2022. A fixed effects model is employed for the regression analysis. The results indicate that higher regulatory quality enhances a company's sustainability performance, suggesting that stricter regulations encourage firms to engage in sustainable practices. Economically, a one-unit improvement in regulatory quality results in an 18.8 percent increase in sustainability performance. These findings remain consistent after robustness testing and highlight important policy implications. Managers and policymakers can enhance regulatory compliance to promote stable, long-term performance.



A quantitative study on sustainable stratagems and its impact on the financial performance

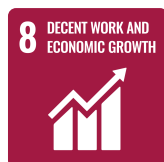
| [DOI](#)

Authors: Fateha Shaheen | Mohammad Rashed Khan

Date of publication: January, 2026

Department: Management | Finance

Sustainability emerges as a critical focus of the business organization in the global market. It is driven by the awareness of ESG factors among the stakeholders. Due to the greater accountability demands of sustainable practices, the firm started to integrate sustainable practices into their operational strategies. The beneficiaries of adopting sustainable strategies are cost-saving, high sales, consumer loyalty, and profitability. The present study investigated the prevalence of sustainable stratagems in the firms as well as the correlation of sustainable practices and financial performance. In addition, the factors impacting the association of sustainable practices and financial performance are illustrated. A quantitative methodology research approach was applied, and data were collected from 200 top management employees of Bangladeshi firms using a purposive sampling technique with the aid of a structured questionnaire. The quantitative data were analyzed using the SPSS tool version 23 package through performing ANOVA, frequency, and correlation analysis. The outcomes of the study revealed that the firms are establishing sustainable practices, likely reduction of carbon footprints, water conservation practices, and the employee training program for sustainability. The research study implies that there are challenging factors, likely resource deprivation, financial pressure, regulatory compliance, and inadequate knowledge of employees impact sustainable practices. Overall, the study recommends effective implementation of sustainable stratagems in order to acquire long-term financial growth through amalgamation of ESG factors and the operation process.



Can the Adoption of Circular Economy Practices Foster Supply Chain Resilience and Performance Improvements?

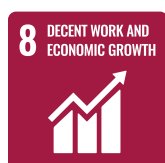
| [DOI](#)

Authors: Roberta Pellegrino | Barbara Gaudenzi | Luca Fraccascia | Andrea Genovese | Luigi Jesus Basille

Date of publication: September, 2026

Department: International Business | Management

While a growing literature is showing interest in the circular economy (CE) paradigm, there is still a lack of consensus on whether the adoption of CE practices can help to cope with supply risks arising from an increasingly uncertain business environment in order to increase supply chain resilience (SCRES) and improve a firm's performance. Through a survey of Italian enterprises engaged with CE practices, this study aims to fill this literature gap, investigating whether the adoption of CE practices can initiate a path of increased SCRES, which can lead firms to improve their overall performance, thus proactively responding to environments characterised by high levels of supply risk. This study contributes to the debates about the paths connecting CE practices and firms' performance, especially in the context of vulnerabilities and disturbances, empirically demonstrating how firms might exploit the potential of CE by investing in SCRES. This study sheds light on the relationship between CE and SCRES, particularly underlying the most relevant paths of relationships between CE and those SCRES capabilities that can lead to performance improvements, particularly when the level of supply risk increases.





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

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

Student Organization Partnerships

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

Partnerships

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

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.

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.



Practice

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

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ 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](#) 

Energy and Water Policy

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

UoS Net Zero Carbon Plan Web Ready

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

University of Salford Annual Sustainability Report
2024-25

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

Practice Awards

In 2025, University of Salford received 3 awards for responsible and/or sustainable practices.

Positive Impact Rating - Level 4

Granter: Positive Impact Rating

Grantee: Salford Business School

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 2025/26 - 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 2025-26, the University of Salford climbed 3 places to 5th 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 "This achievement is a testament to the hard work and commitment of our staff, students, and partners. Ranking 5th in the UK demonstrates that sustainability is central to our identity as a university. We are proud to be leading the way and will continue to deliver against our ambitious strategy." Mark Wantling, Chief Information Officer and University Sustainability Lead said: "Our top five position reflects a shared commitment across the University to create a greener, fairer future. These results show that sustainability is not just a priority, it's a core value at Salford. Our carbon reduction success shows

that sustainability is not just about rankings, it's about measurable change. We will keep building on this success to ensure our campus and community remain at the forefront of environmental responsibility."



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

Communication Audiences

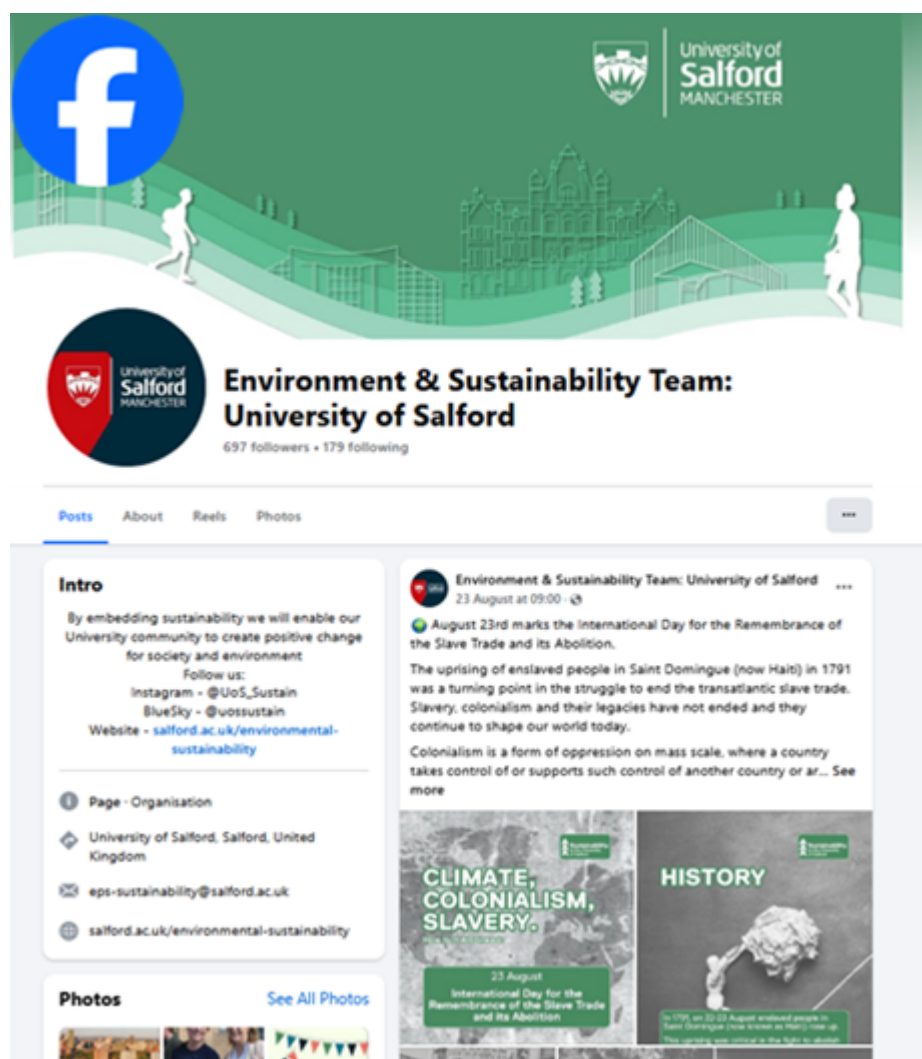
University of Salford communicates its policies and progress on sustainable development and responsibility with:

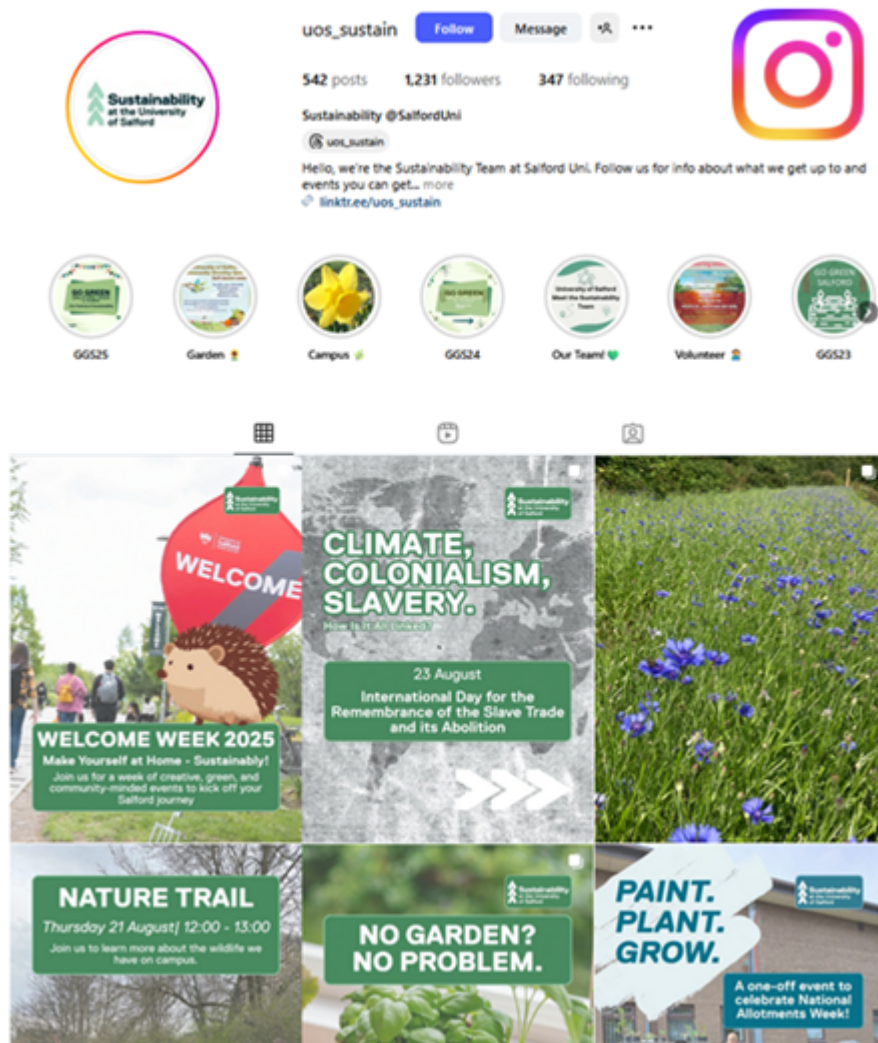
- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students

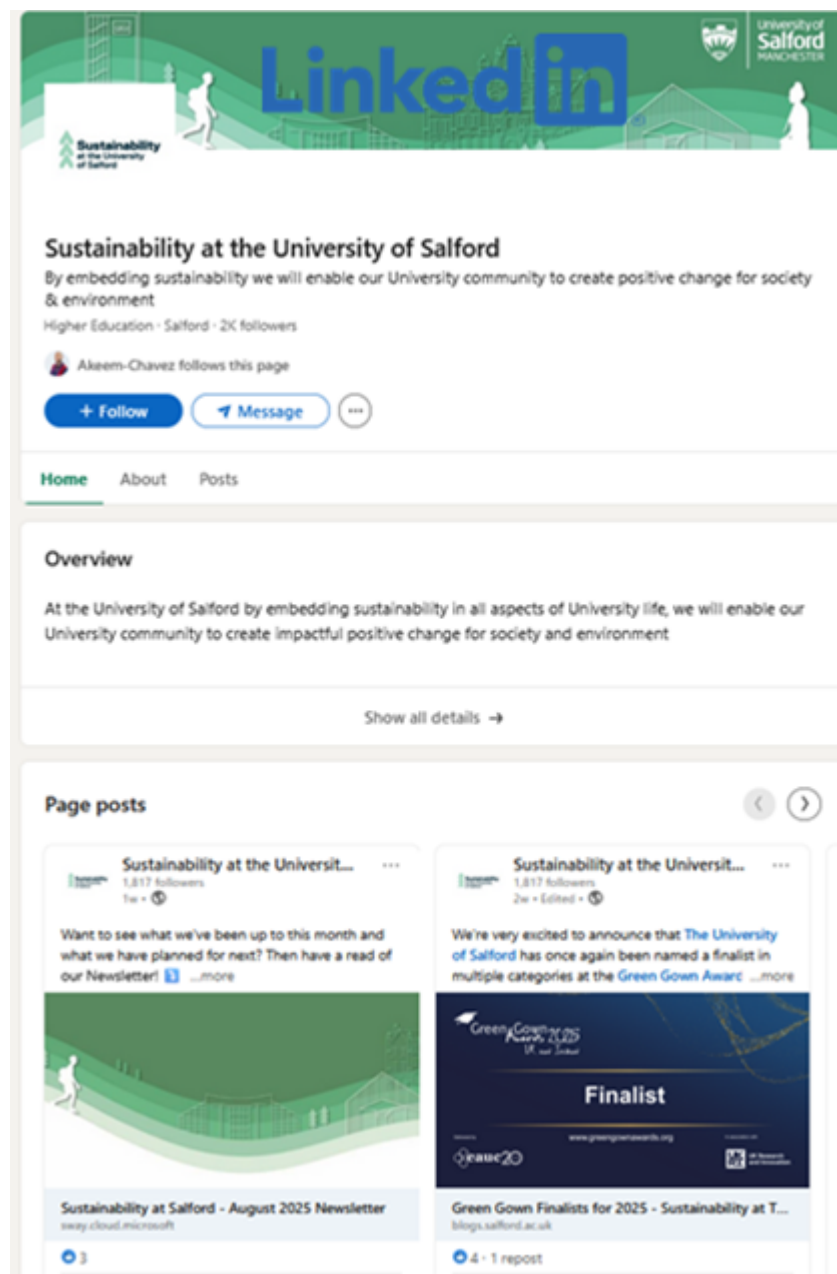
Continue telling your story

Let's Be Social!

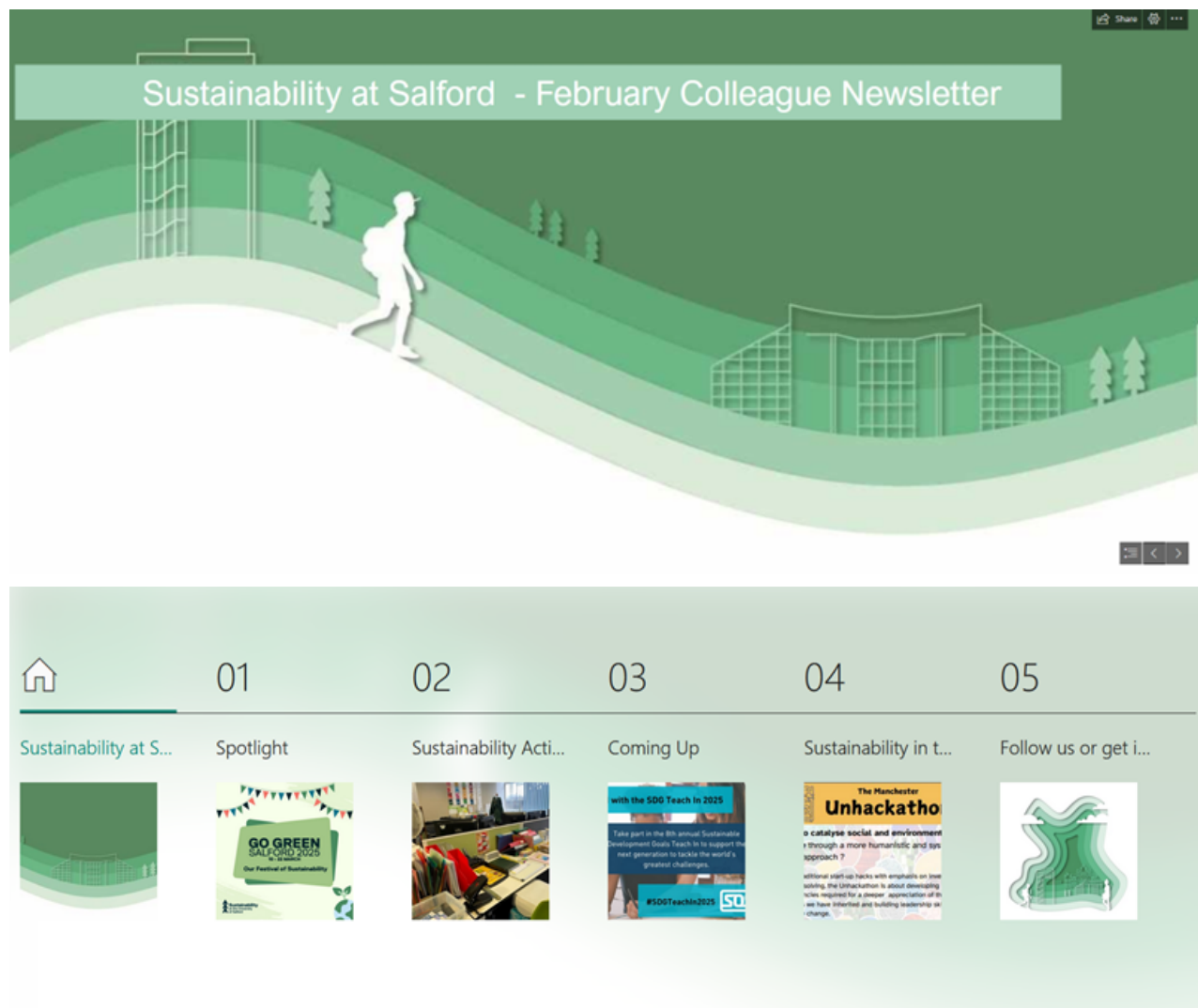
Sustainability at the University of Salford has a presence across social media:







There is also a monthly internal newsletter for staff:





SIGNATORY

University of Salford



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Website

<https://www.salford.ac.uk/salford-business-school>