



2025 Sharing Information on Progress (SIP) Report

University of Bedfordshire
Business School

July 2025

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About University of Bedfordshire Business School

Contributors

- Mohamed Saeudy

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

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 your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Graduates

5710

2. Degrees Offered

- Doctor of Philosophy (D.Phil.)
- Bachelor of Science (B.Sc. or B.S.)
- Master of Science (M.Sc. or M.S.)
- Master of Business Administration (M.B.A.)
- Doctor of Philosophy (Ph.D.)
- Doctor of Business Administration (D.B.A.)

3. Faculty & Staff at the Institution

1249

4. Student Enrollment at the University

20000

5. Student Attendance at the Institution

6000

6. Student Attendance at the Institution

4735

7. Student Attendance at the Institution

13867



Values

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



8. RME Lead

- Individual leader
- Interdisciplinary efforts across business school



Teach

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



9. Define Teach

This Course provides students with a unique learning experience. Students will start with a week-long induction where, apart from being introduced to the University and the Faculty, and familiarisation with the sustainability and environmental management field in order to prepare them for the rest of their studies. The delivery method followed is that of Block teaching. Students undertake one unit at a time for six weeks and that will be a block of delivery. In total students are required to complete 5 units in order to be awarded the MSc degree. The last unit of the block is the Master's Capstone unit. Each Unit includes significant direct contact time, but it will also require and provide time for individual reading and preparation for assessment. That will take place in weeks 3 and 7 of each block (with the exception of capstone unit).

10. Educator Recognition

- Institutional recognition events

11. Barriers to Innovative Curriculum

- Standardized testing expectations

12. Barriers to Innovative Pedagogy

- Technology gaps

13. Fostering Innovation

A lot

14. Experiential Learning

To a great extent

15. Learning Mindset

To a great extent

16. Method of Teaching and Learning

Hybrid



Research

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

17. 2024 Publications

25

18. 2024 Publications on Sustainable Development and/or RME

10

19. Research Funding

- International
- National

20. Socializing Research

- Open-access platforms
- Industry and business networks

21. Share Publications

21.1 Emergent themes of social and environmental reporting in the UK retail banks

This is a

Peer-reviewed article

Authors

- Mohamed Saeudy
- Khaled Hussainey

Date of publication

24 21, 2025

Abstract or Summary of Publication

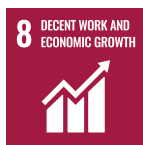
We examine current practices in the development and communication of social and environmental reporting (SER) in the UK retail banks. Empirical data was triangulated between semi-structured interviews with bank executives, bank sustainability reports, and third-party sustainability entrepreneur initiatives (termed 'SEIs') to identify current practices and growth areas. We use social contract theory to examine how these social and environmental retail banks developed their SER practices. Our findings reveal that SER practices are crucial for pursuing more positive social and environmental values. We clarify the role of SER as a form of integrated reporting (IR) to assess and improve the usefulness of the IR reporting practices.

What would be the ideal impact of this research in the field and/or in society?

The SER practices also appear to have benefited from the presence of a number of SEIs in the sampled banks who specialise in commercialising social and environmental projects. In addition, methodical analyses of SER components assist managers and regulators in determining which components are meaningful to stakeholders.

This research covers (Department):

- Accounting
- Economics
- Finance

This research covers (SDGs):

**SDG 8 Decent Work
and Economic
Growth**



**SDG 12
Responsible
Consumption and
Production**

Is this available through open access?

Yes

Link

<https://www.inderscienceonline.com/doi/abs/10.1504/IJBGE.2023.132080>

21.2 Responsibility and sustainability: new opportunities for UK business schools**This is a**

Conference paper/proceedings

Authors

- Mohamed Saeudy

Date of publication

24 50, 2025

What conference was this presented at?

- National or international discipline-specific conference

Abstract or Summary of Publication

A conference presentation at the Chartered Association of Business Schools (CABS) titled "Responsibility and sustainability: new opportunities for UK business schools" brought together experts to discuss the evolving role of business education in addressing pressing global challenges. This panel session, held as part of the CABS Annual Conference, explored how UK business schools can leverage the growing focus on responsibility and sustainability to create new opportunities for research, teaching, and industry engagement. Discussions likely revolved around integrating principles of responsible management education (such as the UN PRME Principles for Responsible Management Education and UN Sustainable Development Goals) into curricula, fostering interdisciplinary approaches, and collaborating with businesses to drive sustainable practices. The presentation aimed to highlight how business schools can not only equip future leaders with the necessary skills to navigate complex environmental and social issues but also position themselves as key drivers of positive change within the broader societal landscape.

What would be the ideal impact of this research in the field and/or in society?

It had a significant impact by galvanizing attendees primarily deans, faculty, and administrators towards a more proactive engagement with environmental, social, and governance (ESG) principles. Its impact would stem from highlighting the strategic imperative for business schools to embed responsibility and sustainability not just as ethical considerations, but as critical drivers for innovation, competitive advantage, and relevance in a rapidly

changing world. This would encourage schools to re-evaluate and redesign curricula, fostering interdisciplinary research, developing new partnerships with businesses and NGOs, and ultimately, producing graduates equipped with the ethical leadership and sustainable business practices demanded by modern society. The presentation would serve as a catalyst for institutional self-reflection and a call to action, promoting a shift in focus towards a "public good" ethos that can enhance both the academic standing and societal contribution of UK business schools.

This research covers (Department):

- Accounting
- Finance

This research covers (SDGs):



**SDG 4 Quality
Education**



**SDG 11 Sustainable
Cities and
Communities**

Is this available through open access?

Yes

Link

<https://charteredabs.org/events/chartered-abs-annual-conference-2024>

21.3 Digital Financial Inclusion in Emerging Economies: Evidence from Jordan

This is a

Peer-reviewed article

Authors

- Mohamed Saeudy
- Abdalla Al-Khub

Date of publication

24 14, 2025

Abstract or Summary of Publication

This study explores the role of digital financial inclusion in mitigating poverty and bolstering economic growth, with a special focus on developing nations during the COVID-19 era. Centering on Jordan, it seeks to identify key influencers of financial access by analyzing data from 260 participants using a non-linear probit regression model. The research uncovers a significant disparity in financial inclusion between Jordanian adult males and females, attributable to differences in education, wealth, employment, and income levels.

What would be the ideal impact of this research in the field and/or in society?

These findings point to the necessity of prioritizing financial accessibility for marginalized groups such as women, the elderly, and those with lower income to effectively combat poverty and facilitate economic advancement and sustainable development in emerging markets.

This research covers (Department):

- Accounting
- Finance

This research covers (SDGs):



SDG 4 Quality
Education



SDG 5 Gender
Equality



SDG 10 Reduced
Inequalities

Is this available through open access?

Yes

Link

<https://www.mdpi.com/1911-8074/17/2/66>

21.4 An institutional perspective on the shifts in banking and capitalist ideology: sustainability, social and environmental insights

This is a

Peer-reviewed article

Authors

- Mohamed Saeudy
- Khaled Hussainey

Date of publication

24 17, 2025

Abstract or Summary of Publication

This paper investigates the development of moralised business ideologies (MBIs) amongst sustainable banks as they navigate social and environmental business prospects. Empirical evidence is drawn from top-management-level interviews with 16 UK-based small and medium-sized banks that specialise in financing social and environmental projects. MBIs have emerged in the literature review and empirical data analysis as a new concept taken on by sustainable banks with roots closer to sustainability such as ethical practices, moralised values, sustainable business models and ecological standards. The results confirm that MBIs help banking institutions create a more sustained positive impact in terms of social and environmental business opportunities.

What would be the ideal impact of this research in the field and/or in society?

This paper offers novel evidence on the intersection between banking and MBIs, with a focus on social, sustainability and environmental considerations.

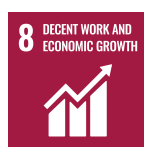
This research covers (Department):

- Accounting
- Finance

This research covers (SDGs):



SDG 5 Gender
Equality



SDG 8 Decent Work
and Economic
Growth

Is this available through open access?

(SIP) Report

Yes

Link

<https://www.emerald.com/ijbm/article-abstract/42/4/818/1225676/An-institutional-perspective-on-the-shifts-in?redirectedFrom=fulltext>



Partner

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

22. Partners, Accreditation Bodies, Associations, etc.

- Local institutions and associations

23. Define Partner

Our Business School proudly partners with the Institute of Environmental Management and Assessment (IEMA). This collaboration actively drives initiatives that advance environmental sustainability and responsible management practices. This deep connection significantly informs our research and educational offerings, ensuring our students and faculty are at the forefront of addressing critical environmental challenges within a business context.

24. Student Partners

- PRME Global Students



Practice

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



25. Define Practice

The University of Bedfordshire is dedicated to fostering a supportive environment that delivers a transformative learning experience for its students. This commitment is underpinned by a comprehensive university curriculum framework, which guides the institution's approach to teaching, learning, and overall course design. To ensure clarity and student understanding, key summaries of this framework have been collaboratively developed with the Students' Union. These summaries serve to elucidate how each specific dimension of the curriculum framework actively contributes to and enhances the students' learning journey. For those seeking a deeper understanding, the complete curriculum framework document is readily accessible online at <https://www.beds.ac.uk/curriculumframework>. In addition, The University of Bedfordshire places student success and a truly transformative educational journey at the core of its mission. This commitment is systematically actualized through a robust university curriculum framework, which acts as the foundational blueprint for all teaching, learning, and course design initiatives across the institution. Recognizing the vital importance of student voice and clarity, the university has proactively collaborated with its Students' Union to co-develop accessible summaries. These summaries are designed to transparently illustrate how each individual dimension of the comprehensive curriculum framework directly contributes to, enhances, and supports the student's learning experience, ensuring that pedagogical approaches are not only effective but also clearly understood by those they serve.

26. RME Practices

- Climate action plan
- Curriculum guidelines
- Environmental stewardship policies
- Open-access guides
- Professional training opportunities
- Responsible procurement policies
- Water
- Sustainability strategy or strategic plan (school or university level)
- Student equity, diversity, inclusion



Share

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



27. Define Share

The University of Bedfordshire defines sustainability as operating within environmental capacity to meet present needs and improve quality of life without harming future generations, integrating environmental, social, and economic needs. This is overseen by the Sustainability Steering Group, which provides strategic leadership. The UBBS (University of Bedfordshire Business School) is a PRME signatory, with Dr. Mohamed Saeudy leading efforts to embed sustainability, responsible management, and UN SDGs into education and research.

28. Transparent Engagement

- Community events and consultation forums
- Annual reports
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Open faculty and student meetings and town halls
- Partnerships with local organizations
- Public events and panel discussions

29. Transparency Barriers

- Audience reach

30. Audiences

- Faculty and staff
- Government and policy makers
- Business and industry partners
- Prospective and current students
- Research and academic networks



SIGNATORY

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