

PRiME

*an initiative of the
United Nations Global Compact*



Sharing Information on Progress 2026

University of Bedfordshire
Business School

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 Bedfordshire Business School, including key details and basic institutional data.

Institutional History

University of Bedfordshire Civic Agreement for Bedford Borough Council

The University of Bedfordshire and Bedford Borough Council are proud to be working in partnership to support the Borough's future, from Kempston to Wixams, from established neighbourhoods to fast growing communities.

The University of Bedfordshire has a heritage of providing quality education in Bedford going back more than 100 years. We have embedded employability at the core of our offer, delivering Career-Powered Education for our students to become educated, employable, and entrepreneurial citizens.

The University has been identified as one of England's top 25 universities contributing to social mobility amongst disadvantaged young people. Research at the University contributes to inclusive economic growth and a healthy society in Bedford and the surrounding region.

Bedford Borough is entering a decisive period of transformation. With a growing population and major developments on the horizon, including East West Rail, Universal Studios and the Ox Cam Arc, now is the time to act. Bold, strategic collaboration will help ensure this growth benefits local people and strengthens the Borough's identity. That means shaping development in ways that reflect what makes Bedford Borough distinctive, support existing communities, and extend opportunity.

This Civic Agreement provides a framework for action for mutual benefit. It guides how we work together, align our efforts, and secure wider backing for the Borough.

Titled *Harnessing Culture, Growth and Opportunity*, the Agreement sets out a joint vision for Bedford Borough's cultural life, employment pathways, and visitor economy. At its heart is a shared aim: embedding opportunity across the Borough for residents, businesses, charities, and public services.

We already benefit from reciprocal collaboration across a range of areas and with many other partners, including the Bedford College Group, the NHS and the Chamber of Commerce. National bodies also play a vital role in shaping the Borough's future, from Visit Britain and Arts Council England to Sport England, National Lottery Heritage Fund, and Historic England.

Through this Civic Agreement, we will deepen our collaboration, strengthen partnerships and do more to deliver opportunity across every part of the Borough.

Together, we are committed to making Bedford Borough a place where opportunity grows, culture is celebrated, and every community can help shape the future.

University of Bedfordshire Civic Agreement with Luton Borough Council

University of Bedfordshire is delighted to present the Civic Agreement for Luton Borough Council.

The Agreement sets out our shared ambition for Luton and our commitment to delivering Luton 2040: A Place to Thrive.

Both our institutions are integrally linked to the area of Luton and the people who live and work here. Our colleagues, students and residents are part of its vibrant community and support our vision that Luton will be a healthy, fair and sustainable town, where everyone can thrive and no one lives in poverty.

Our Civic Agreement demonstrates the formal commitment of both the University and Council to the Luton 2040 Vision and sets out how we will work together to support the future of our town and deliver our shared ambition.

Over the next five years, we will work collaboratively with our residents and organisations across the private, public, voluntary and community sectors to deliver opportunity and prosperity, support social mobility and sustainability, and drive innovation and economic growth. We will do this while nurturing our cultural strength, ensuring that everyone has a meaningful voice to shape the future of our town. As signatories to our Agreement, we will bring strategic alignment to our priorities and strategies, and will focus on special projects to enhance place, public life and partnerships. Central to our agreement is a shared celebration of cultural diversity and of the power of research, education and enterprise to shift long-standing societal problems.

We are united in our commitment to drive positive and meaningful change and are proud to share with you our Civic Agreement for Luton.

Graduates & Enrollment

2025 Statistics	Number
Graduates	6472
Faculty & Staff at the University	935
Faculty & Staff at the Institution	92
Student Enrollment at the University	0
Student Enrollment at the Institution	9756
Undergraduate Attendance	6543
Masters-Level Postgraduate Attendance	2988
Doctoral Student Attendance	206

2025 Statistics	Number
Certificate, Professional Development, or Continuing Education Attendance	331

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

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)
-  Doctor of Business Administration (D.B.A.)
-  Doctor of Education (Ed.D.)
-  Doctor of Philosophy (D.Phil.)

Undergraduate Degree Programmes

-  UBBS UG courses

Masters Degree Programmes

-  UBBS PG PRME courses

Postgraduate Degree Programmes

-  UBBS DBA

Certificates, Professional Development, or Associate Programmes

 UBBS PG short courses



Purpose

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

Letter of Commitment



University Square Luton
Bedfordshire LU1 3JU United
Kingdom
t +44 (0)1234 400400
www.beds.ac.uk

8 September 2026

PRME Board
PRME secretariat
United Nations Global Compact Office
685 3rd Avenue
12th Floor New York
10017 USA

To Whom It May Concern

Sharing Information in Progress (SIP) report for the new Principles for Responsible Management Education (PRME) 2026

I am pleased to reaffirm the University of Bedfordshire Business School's (UBBS) continued commitment to the United Nations Principles for Responsible Management Education (PRME) and to advancing the Sustainable Development Goals through our teaching, research, partnerships and engagement with students and external stakeholders.

During the 2025–2026 reporting period, the Faculty has strengthened its contribution to PRME through several significant initiatives.

One of our key achievements has been the launch of the PRME and Sustainability Student Competition 2026/27. This initiative reflects our commitment to embedding responsible management education across the student experience while encouraging innovation, collaboration and critical thinking around sustainability challenges. The competition provides students with an opportunity to develop practical solutions to real world sustainability issues, fostering leadership capabilities that align with the aspirations of PRME and the United Nations Sustainable Development Goals.

Our academic staff continue to contribute to national conversations on sustainability in higher education. Dr Mohamed Saeudy has played a leading role in the national Sustainability Excellence Training (SET) initiative, exploring how artificial intelligence can strengthen sustainability education and institutional capacity. In parallel, Dr Mohamed Saeudy contributes to the Chartered Association of Business Schools (CABS) national research project, Analysis of UK Business Schools' Approaches to Sustainability. This important collaborative research is helping to identify emerging practices, challenges and opportunities for embedding sustainability across UK business schools while informing future policy and educational development.

Student engagement remains a defining feature of our approach. Through the Student Sustainability Leadership Projects, our university work alongside academic staff, industry partners and community organisations to address sustainability challenges through applied research and practical action. These projects enable students to translate classroom learning into measurable impact while developing leadership, collaboration and problem-solving capabilities essential for responsible managers.

Innovation in teaching continues to be a strategic priority. During this reporting period, Dr Mohamed Saeudy and our MSc students have advanced work on contemplative and generative PRME pedagogy as part of the 2026 PRME Pedagogy Certification. This work explores how reflective practice, generative artificial intelligence, systems thinking and responsible leadership can be integrated to create transformative learning experiences. We aim to allow many staff to get engaged with this important pedagogy certification.



University
Mental Health
Charter
Award



REF
2021
Research
Excellence
Framework



Registered Office
University Square Luton Bedfordshire
LU1 3JU England
Vice Chancellor
Professor Deborah Johnston MBE

Our commitment to research-led responsible management education is further demonstrated through Dr Seyefar Clement's Royal Society of Edinburgh collaborative funded project, awarded in 2025, which explores the integration of the UN SDGs and sustainability into the accounting curriculum. This work supports curriculum innovation and reinforces our commitment to preparing graduates to address sustainability challenges across the accounting profession.

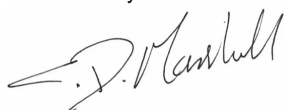
Another commitment to advancing responsible management through research and global engagement is reflected in Dr Oke Ejims' participation as an academic representative at the OECD Foresight Workshop on International Investment in Paris. His contribution represents the business faculty's growing influence in shaping international policy dialogue and promoting responsible business practices.

These initiatives demonstrate our commitment to continuous improvement and to strengthening the impact of PRME across all dimensions of the Faculty's activities. They also reinforce our belief that responsible management education requires collaboration across disciplines, partnerships with external stakeholders and meaningful engagement with students as co-creators of sustainable solutions.

As Executive Dean of the Faculty of Business, I reaffirm our commitment to the Seven PRME Principles and to continuous progress in embedding sustainability, responsibility and ethical leadership throughout our faculty. We remain committed to sharing good practice, contributing to national and international dialogue and preparing graduates who will lead with integrity and create lasting value for business and society.

I thank our staff, students, alumni, partners and the wider PRME community for their continued commitment and collaboration. Together, we will continue to strengthen responsible management education and contribute to a more sustainable, inclusive and resilient future.

Yours faithfully



Chris Marshall
Executive Dean
University of Bedfordshire Business School
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Definition of Purpose

The purpose of responsible management at University of Bedfordshire Business School is to educate graduates who make informed ethical, and life changing experience that balance organizational performance with the long term interests of society, the environment and future generations.

Institutional Engagement

51% - 75% of faculty at University of Bedfordshire Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

Dr Saeudy Innovative Contemplative and Re
Generative Learning pedagogy activity

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

M Saeudy UBBS PRME and Sustainability Student
Competition 2026

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



Values

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



How We Define Values

At the University of Bedfordshire Business School, PRME Values are defined as the integration of ethical leadership, sustainability, responsibility, inclusivity and integrity across teaching, research, partnerships and engagement.

Who Champions Responsible Management Education at Our Institution

- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school

Student Voices

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

Sustainability Excellence Training (SET) With AI

Dr. Saeudy's Sustainability Excellence Training (SET) with AI is a pioneering initiative at our business school, designed to equip a diverse audience of business staff, colleagues, and students with the critical skills needed to navigate the intersection of sustainability and Artificial Intelligence. This innovative training bridges the gap between theoretical knowledge and practical application, providing vocational skills essential for "green employability." The program aims to empower participants to critically evaluate complex sustainability challenges, develop advanced problem-solving capabilities, foster independent learning, and cultivate strategic leadership in a world increasingly shaped by AI. Leveraging Dr. Saeudy's expertise in accounting for sustainable development practices and the integration of AI into responsible management education, SET likely delves into how AI tools can be utilized for data analysis in sustainability reporting, optimizing resource management, developing sustainable business models, and assessing environmental and social impact. By offering this specialized training, our business school ensures that all members of its community are not only aware of sustainability principles but are also proficient in utilizing cutting-edge technologies to drive positive environmental and social change within their respective roles and future careers.

The Sustainability Excellence Training (SET) with AI, championed by Dr. Saeudy, aims to significantly impact business staff, colleagues, and students by fostering a deeper understanding and practical application of sustainability principles augmented by Artificial Intelligence. This training is designed to equip participants with "green employability skills," which are increasingly vital in today's business

landscape. The program's impact will likely manifest in several key areas: enhancing analytical capabilities for sustainability challenges, enabling the strategic integration of AI for optimized resource management and sustainable business model development, and promoting ethical considerations in AI implementation. By providing hands-on experience and insights into how AI can facilitate sustainability reporting and impact assessment, the SET with AI will empower individuals to drive tangible positive environmental and social change within their organizations. This ultimately contributes to the development of a workforce capable of leading the transition towards a more sustainable and technologically advanced global economy.

this is the link for the Sustainability Excellence Training (SET) with AI <https://sites.google.com/view/sustainabilitytrainingsaeudy/home?pli=1>

The analysis of students' feedback regarding the Innovative pedagogy through the SET (1)

The analysis examines student feedback on the innovative Sustainability Excellence Training (SET) with AI, evaluating its effectiveness in enhancing engagement, reflective learning, sustainability knowledge and responsible management competencies.

Student Awareness

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

Student Engagement

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

Values Voices

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Celebrating Values

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

UBBS Innovative PRME and Sustainability Student Competition 2026–2027

The UBBS Innovative PRME and Sustainability Student Competition 2026–2027 demonstrates the Business School's commitment to responsible management education by engaging students in developing innovative solutions to real world sustainability challenges. Aligned with the Principles for Responsible Management Education (PRME) and the United Nations Sustainable Development Goals, the 2026–2027 competition focuses on SDG 13 (Climate Action) and SDG 11 (Sustainable Cities and Communities). Through independent research, critical analysis, and evidence-based recommendations, students strengthen their sustainability literacy, responsible leadership and problem-solving skills while contributing practical ideas that create positive environmental, social, and economic impact.

Continue telling your story

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Teach

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



How We Define Teach

At the University of Bedfordshire Business School, PRME Teach is defined as delivering transformative, inclusive and practice oriented learning that embeds sustainability, responsible leadership, ethics and the Un SDGs across the curriculum.

Courses that support RME

University of Bedfordshire Business School reports 1 course in 2025 that support responsible management education and sustainable development goals.

BSc (Hons) International Business | BSIBFAAF/BSIBPAAF/BSIBUAAF

The BSc International Business at the University of Bedfordshire Business School (UBBS) is designed to equip you with the skills you need to succeed in diverse global environments. The course offers you a global perspective of business and an education to perform in multi-cultural business environments across different organisations and industry sectors. BSc International Business offers students a holistic understanding of the global environment with a solid foundation in international business, cross cultural management and negotiations, marketing in a global context, strategic leadership, ethics and CSR in businesses, international new ventures and international trade relations. The course units are delivered through stimulating modules and supported by an optional placement opportunity. You will also be encouraged to take advantage of other initiatives available to UBBS students including our employability language classes. UBBS not only offers an international business degree, but most importantly an international business experience through:

- International business programmes, with various degree pathways, at all academic levels - undergraduate, Masters, and PhD
- The opportunity to participate in international business and marketing competitions;
- A supervised final year project with an international focus;
- Research informed teaching delivered by an international faculty recognised for their top level research in international business, entrepreneurship, and marketing;
- Business Matters and other discussion forums where you can explore topical business issues;
- Industry visits/ attending the relevance international events that happening around the UK
- Employability units and optional language classes



Educator Recognition

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

- ❖ Institutional recognition events
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Teaching Voices

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

UBBS Innovative PRME and Sustainability Student Competition 2026-2027

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Barriers to Innovative Curriculum

In 2025, University of Bedfordshire Business School identified the following barrier to innovating, updating, or taking risks in existing curriculum:

- ❖ Budgetary limitations

Barriers to Innovative Pedagogy

In 2025, University of Bedfordshire Business School identified the following barrier to innovating, updating, or taking risks in existing pedagogy:

- ❖ Technology gaps

Continue telling your story

Dr Saeudy Innovative Contemplative and Re
Generative Learning pedagogy activity

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

M Saeudy UBBS PRME and Sustainability Student
Competition 2026

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

Students' feedback from Innovative Contemplative
and Re-Generative Learning pedagogy

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



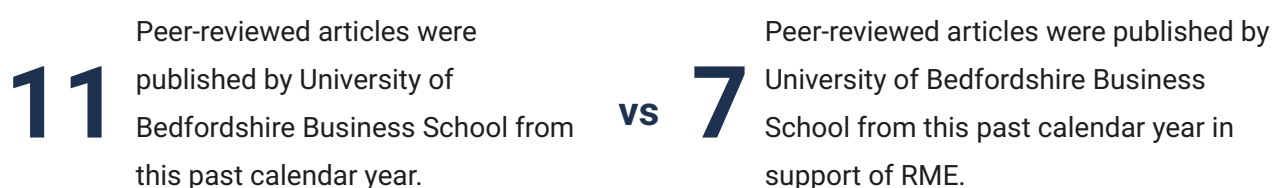
Research

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

How We Define Research

At the University of Bedfordshire Business School, PRME Research is defined as generating impactful, interdisciplinary and research informed teaching that advances responsible management, sustainability and the UN SDGs. Our research addresses complex business and societal challenges through collaboration with colleagues, students, industry, policymakers and academic partners, producing evidence that informs teaching, influences policy and practice and contributes to sustainable and inclusive research environment.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, University of Bedfordshire Business School was awarded funding for research that is:



International

Socializing Research

In 2025, University of Bedfordshire Business School contributed research findings to:

- ❖ Research collaborations
- ❖ Community organizations

Research Projects

In 2025, University of Bedfordshire Business School reported 2 research projects that implemented responsible or sustainable activities.

BEACON: Building Excellence in Academic Collaboration, Output, and Networking in Jordan

Period Covering: September, 2026 - September, 2026

Department: Business Administration

BEACON is an International Writing Workshops / ISPF ODA project focused on strengthening research capacity in Jordan around women's entrepreneurship, artificial intelligence, digital innovation and inclusive entrepreneurial ecosystems. The project combines online workshops, an in-person launch and bootcamp in Jordan, mentoring, policy-oriented dissemination and collaborative manuscript development.



CreaTech project

Period Covering: July, 2025 - September, 2025

Department: Business Administration

The CreaTech project is a partnership between several European organisations from Albania, Kosovo, Greece, Italy, Slovenia and UK. CreaTech aims to establish a distributed innovation ecosystem to foster entrepreneurship and innovation within the cultural and creative industries (CCIs) across Europe, with a focus on the Mediterranean area. The initiative will promote the CCIs contribution to the digital, green and social transformations through enhanced collaboration with industry, research institutions and cultural stakeholders. <https://researchportal.beds.ac.uk/p/en/projects/createch>



Research Awards

In 2025, University of Bedfordshire Business School was awarded 1 research award for responsibility- and/or sustainability-related research.



2026 Pedagogy Certification (Certificate of Participation and Certificate of Applied Practice)

Granter: PRME Global USA

Grantee: Dr Mohamed Saeudy

Award Description:

The 2026 PRME Pedagogy Certificate Series is a global professional development opportunity for educators seeking to advance and certify their pedagogical practice in responsible management education. Designed for those looking to deepen their teaching beyond content delivery, the programme focuses on how we teach: equipping faculty with the tools, mindsets, and approaches needed to cultivate meaningful, future-oriented learning environments.

Research Presentations Related to RME and/or Sustainability

In 2025, University of Bedfordshire Business School gave 3 research presentations related to RME and/or sustainability.

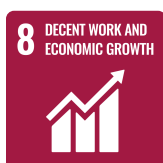
An institutional perspective on the shifts in banking and capitalist ideology: sustainability, social and environmental insights

Authors: Mohamed Saeudy | Khaled Hussainey

Date of publication: July, 2025

Department: Accounting | Finance

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.



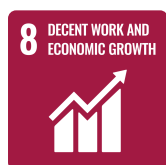
Emergent themes of social and environmental reporting in the UK retail banks

Authors: Mohamed Saeudy | Khaled Hussainey

Date of publication: July, 2025

Department: Accounting | Economics | Finance

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.



Policy Approaches to Indigenous and Local Community Rights in International Investment Agreements (IIAs)

Authors: Ana Harvey | Oke Ejims

Date of publication: March, 2026

Presented at: National or international discipline-specific conference

Department: Business Administration | Management

https://pure.beds.ac.uk/ws/files/21910175/CRIL_2026_flyer_v4_1_.pdf



Publications Related to RME and/or Sustainability

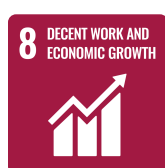
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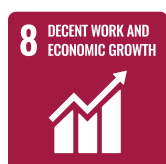
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Department: Business Administration | Management

https://pure.beds.ac.uk/ws/files/21910175/CRIL_2026_flyer_v4_1_.pdf



Digital Financial Inclusion in Emerging Economies: Evidence from Jordan

Authors: Mohamed Saeudy | Abdalla Al-Khub

Date of publication: July, 2025

Department: Accounting | Finance

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.



Tourism Demand and Militarisation: Insights from Panel Kink Regression across Leading Destinations

| [DOI](#)

Authors: Ourania Dimitraki | Kyriakos Emmanouilidis

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This study investigates the nonlinear relationship between militarisation and international tourism demand in the world's ten most visited destinations between 1995 and 2024. Using a panel kink regression (PKR) framework and the Global Militarisation Index (GMI), we identify threshold effects and asymmetric slope responses that standard linear models overlook. Our findings show that below the estimated threshold, militarisation has a negligible effect on tourist arrivals; above it, the

association turns negative and statistically significant, though the arrivals result is suggestive of asymmetry rather than a confirmed kink. The expenditure robustness check provides stronger evidence, with both standard and bootstrapped F-tests confirming the threshold. These findings highlight the importance of balancing security measures with destination attractiveness to sustain tourism-driven growth.



Research Voices

The following statement demonstrates a way in which researchers at University of Bedfordshire Business School bring sustainability and responsible management into their research.

University of Bedfordshire Business School's commitment to responsible management research

Research is central to the University of Bedfordshire Business School's commitment to responsible management education and sustainable development. Our approach promotes interdisciplinary, research informed teaching that addresses complex societal and business challenges while supporting the UN SDGs. We work collaboratively with academic institutions, professional bodies, policymakers, businesses and civic partners to generate research that informs teaching, influences policy and creates real world impact. Through partnerships with organizations such as the Chartered Association of Business Schools, PRME, Bedford Borough Council, Luton Borough Council, and international organizations including the OECD, we contribute to knowledge exchange and evidence-based solutions that advance responsible leadership, sustainability and ethical business practice.

Research Barriers

In 2025, University of Bedfordshire Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Publishing barriers
- ❖ Time constraints

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Chartered Association of Business Schools' Sustainability Report

Period Covering: July, 2024 - June, 2026

Department: Management

The Chartered Association of Business Schools has published its first ever report examining sustainability practices within UK business schools, finding that sustainability is a high priority across the sector.

The research explores how business schools define and approach sustainability, as well as the relationship between business schools and their parent universities on this issue.

Sustainability is a key priority for business schools

When asked to define sustainability, many business school deans aligned their definitions with UN frameworks, 82% of the respondents reported that their business school organises its sustainability activities around the UN Sustainable Development Goals (SDGs), highlighting very strong engagement across the sector with this initiative.

Addressing sustainability is clearly a high priority for business schools. While 94% are operationalising sustainability practices set by their central university, 54% have developed their own independent sustainability plan.

Sustainability is embedded within schools' internal structures through dedicated goals, committees, leadership roles, and targeted interventions to reduce environmental and societal impact. Almost three-quarters of respondents indicated that their school has a sustainability committee or working group and a dedicated sustainability leadership role, while 59% have sustainability targets or KPIs in place.

Sustainability in education and research

A strong emphasis is placed on embedding sustainability into teaching and research. 76% of schools have extensively embedded sustainability into their curriculum, and all respondents reported offering specialist sustainability modules.

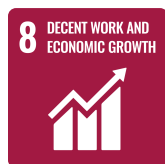
Over three-quarters offered a sustainability research centre or group, and over two-thirds offered a specialist sustainability programme or an Executive Education course with sustainability content.

Looking ahead

Looking to the future, all respondents agreed that teaching and education, and research and knowledge exchange, should be prioritised to increase sustainability impact.

More specifically, 91% and 88% respectively considered these a high priority.

Additionally, 82% and 91% of schools indicated that executive education and operational activities should be prioritised to a moderate to high extent, with more than half considering these a high priority.



2026 Pedagogy Certification (Certificate of Participation and Certificate of Applied Practice)

Granter: PRME Global USA

Grantee: Dr Mohamed Saeudy

Award Description:

The 2026 PRME Pedagogy Certificate Series is a global professional development opportunity for educators seeking to advance and certify their pedagogical practice in responsible management education. Designed for those looking to deepen their teaching beyond content delivery, the programme focuses on how we teach: equipping faculty with the tools, mindsets, and approaches needed to cultivate meaningful, future-oriented learning environments.



Partner

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

How We Define Partner

At the University of Bedfordshire Business School, PRME Partner is described as building collaborative relationships with public, private and community organizations to co-create knowledge, address societal challenges and advance sustainable development. Through civic partnerships with Bedford Borough Council and Luton Borough Council, alongside engagement with businesses and professional bodies, we connect teaching and research with local and regional priorities, creating opportunities for student learning, applied research, knowledge exchange and positive social, environmental and economic impact.

Institutional Partnerships

- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ PRME Students

Partnerships

The following provides more details on 1 key partnership at University of Bedfordshire Business School.

University of Bedfordshire Business School's meaningful partnerships

The University of Bedfordshire Business School recognizes that meaningful partnerships are essential for advancing responsible management education and achieving sustainable impact. Through active engagement with international, national and regional organizations, we contribute to knowledge exchange, collaborative research and the development of innovative educational practices. Our longstanding engagement with the PRME UKI Chapter and Global network enables us to share good practice, contribute to international discussions and align our teaching, research and institutional strategy with the UN SDGs. This commitment is further strengthened through Dr Mohamed Saeudy's (our faculty PRME Lead) representation on the Steering Committee of the UK and Ireland (UKI) PRME Chapter, where he contributes to shaping regional initiatives, supporting collaboration between member institutions and promoting responsible management education across the sector.

The Business School also works closely with external organizations to extend the reach and impact of its sustainability agenda. Through engagement with Times Higher Education, we contribute to wider conversations on the role of higher education in addressing global sustainability challenges and enhancing institutional impact. Our partnerships with professional bodies, civic agreements, businesses and academic networks create opportunities for collaborative research, student

engagement, curriculum innovation and knowledge exchange. These relationships ensure that our educational practices remain relevant to societal needs while enabling us to share evidence, influence policy and practice and strengthen our contribution to responsible leadership, sustainability and ethical business education at local, national and international levels.

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at University of Bedfordshire Business School support sustainability and responsible management education.

University of Bedfordshire Business School's Partnerships

PRME Global Students

PRME Global

OECD

Students Organization for Sustainability (SOS)

UKI PRME Local networks

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Student Sustainability Leadership Projects (PRME
Text for SIP)

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Practice

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

How We Define Practice

At the University of Bedfordshire Business School, PRME Practice is described as applying responsible management principles through real world learning, research and engagement that create measurable impact for organizations and society. We promote responsible practice by working with students, businesses, public sector organizations and community partners to develop practical solutions to sustainability challenges, translate research into action and foster ethical, inclusive and sustainable decision making.

Institutional Policies and Practices

- ❖ AI use guide
- ❖ Carbon reduction or offset commitments
- ❖ Curriculum guidelines
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Zero-waste guides

Practice Awards

In 2025, University of Bedfordshire Business School received 1 award for responsible and/or sustainable practices.



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Practice Voices

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

UBBS Innovative PRME and Sustainability Student Competition 2026–2027

The UBBS Innovative PRME and Sustainability Student Competition 2026–2027 demonstrates the Business School's commitment to responsible management education by engaging students in developing innovative solutions to real world sustainability challenges. Aligned with the Principles for Responsible Management Education (PRME) and the United Nations Sustainable Development Goals, the 2026–2027 competition focuses on SDG 13 (Climate Action) and SDG 11 (Sustainable Cities and Communities). Through independent research, critical analysis, and evidence based recommendations, students strengthen their sustainability literacy, responsible leadership and problem-solving skills while contributing practical ideas that create positive environmental, social and economic impact.

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University of Bedfordshire Business School's PRME transparency practices

The University of Bedfordshire Business School demonstrates transparency by openly sharing its progress, research, educational innovation and collaborative work with students, academics, policymakers, professional bodies and the wider PRME community. We view transparency as an opportunity to contribute to collective learning, encourage sector wide dialogue and promote continuous improvement in responsible management education. Our leadership is reflected in initiatives that generate and disseminate new knowledge, including the PRME and Sustainability Student Competition, the national Sustainability Excellence Training (SET) with AI, the Chartered Association of Business Schools' sustainability research project, Student Sustainability Leadership Projects, innovative PRME pedagogy, externally funded research, and contributions to international policy discussions.

The University of Bedfordshire Business School's transparency and leadership on PRME and sustainability performance

The University of Bedfordshire Business School demonstrates transparency and leadership by actively sharing its research, innovative pedagogies, student initiatives and collaborative partnerships to advance responsible management education. Through initiatives such as the PRME and Sustainability Student Competition, the national Sustainability Excellence Training (SET) with AI, the Chartered Association of Business Schools sustainability research project, Student Sustainability Leadership

Projects, PRME Pedagogy Certification, externally funded research and contributions to international OECD policy dialogue, we promote knowledge exchange, influence practice and contribute to the continuous advancement of sustainability within higher education and beyond.



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

At the University of Bedfordshire Business School, we view PRME Share as a commitment to openly exchanging knowledge, experiences and good practice that advance responsible management education and sustainability. We actively disseminate our research, innovative pedagogies, student initiatives and collaborative projects through academic publications, conferences, professional networks, civic partnerships and the PRME community. By sharing evidence, lessons learned and innovative approaches. We contribute to collective learning, continuous improvement and wider societal impact.

Engagement Opportunities

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

- ❖ Boards and advisory committees
- ❖ Community events and consultation forums
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

University of Bedfordshire Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Faculty and staff
- ❖ Prospective and current students
- ❖ Research and academic networks
- ❖ Accreditation bodies
- ❖ Boards and advisory committees

Sharing Voices

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

Advancing PRME and Sustainability Through Research, Innovation and Partnership

Story 1: Shaping National Sustainability Practice

The University of Bedfordshire Business School has strengthened national dialogue on responsible management education through its contribution to the Chartered Association of Business Schools' research project, Analysis of UK Business Schools' Approaches to Sustainability. As a Working Group member, Dr Mohamed Saeudy co-led the survey design, helping to generate evidence on how sustainability is being embedded across UK business schools. By sharing sector wide insights and identifying emerging practices, this collaborative initiative supports benchmarking, informs policy and enables business schools to learn from one another in advancing the PRME agenda.

Story 2: Sharing Innovative Pedagogy for Sustainability

Through the Sustainability Excellence Training (SET) with AI initiative and participation in the 2026 PRME Pedagogy Certification, the Business School has developed and shared innovative approaches to sustainability education that combine contemplative learning, generative artificial intelligence and systems thinking. Working alongside MSc students, these initiatives have generated evidence of effective pedagogical practice, which is being disseminated through the PRME community, professional networks and academic collaborations to support wider adoption of responsible and innovative teaching.

Story 3: Creating Student-Led Sustainability Impact

The launch of the UBBS PRME and Sustainability Student Competition 2026–2027 demonstrates the Business School's commitment to sharing sustainability knowledge through student innovation. By encouraging students to develop evidence based solutions aligned with the UN SDGs, the competition provides a platform to showcase student leadership, promote responsible management practices and inspire wider engagement with sustainability across the University and external communities.

Story 4: Connecting Research with Global Policy

The Business School continues to share its research expertise beyond academia through engagement with international organisations. Dr Oke Ejims' participation as an academic representative at the OECD Foresight Workshop on International Investment enabled the business faculty to contribute research informed perspectives on sustainable investment, economic resilience and geopolitical change. This engagement demonstrates how academic expertise can inform global policy discussions while strengthening the Business School's international profile in responsible management education.

Communication Barriers

University of Bedfordshire Business School faces the following barriers in transparent communications:



**Feedback
loops**



**Audience
reach**



Media visibility

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The University of Bedfordshire Business School's transparency and leadership on PRME and sustainability performance

The University of Bedfordshire Business School demonstrates transparency and leadership by actively sharing its research, innovative pedagogies, student initiatives and collaborative partnerships to advance responsible management education. Through initiatives such as the PRME and Sustainability Student Competition, the national Sustainability Excellence Training (SET) with AI, the Chartered Association of Business Schools sustainability research project, Student Sustainability Leadership Projects, PRME Pedagogy Certification, externally funded research and contributions to international OECD policy dialogue, we promote knowledge exchange, influence practice and contribute to the continuous advancement of sustainability within higher education and beyond.



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