

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

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

Mission

Worcester Business School is aligned to the University's Sustainability Mission which seeks to promote principles of sustainability and social responsibility in their broadest sense. Through teaching, research and knowledge exchange activities the University promotes sustainable communities, services and use of physical resources.

Within this University-wide Sustainability Mission, Worcester Business School works to be a responsible, sustainable and ethical business school (our vision) and to inspire all partners in our learning community to have a positive impact on their lives and the lives of others (our values).

Vision

Details of Worcester Business School's Vision is shown within the Mission and Strategy narratives. It is summarised within our logo which is available here: [WBS Logo: Promoting Ethical and Sustainable Business](#).

Strategy

WBS Sustainability Strategy

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Strategy Alignment

Worcester Business School: Strategy Alignment

Worcester Business School is a responsible, sustainable and ethical business school with three areas of priority: innovative and inspirational education, impactful and inspirational research and transformative and inspirational partnerships. Through these we develop the capacities and capabilities of our internal and external learning communities to generate sustainable value for businesses and society and work for an inclusive and sustainable global economy.

Our approach to sustainability and responsible management education has continued to develop in 2025-26, although we recognise that progress has been slower than predicted in our third SIP Report submitted in September 2025. This is due to resource constraints within the Business School. However, we have continued to embed responsible management education and responsible and accountable management principles throughout the Business School, reflecting our commitment to the PRME Principles and the Sustainable Development Goals.

We are using this, our fourth PRME SIP Report, to further reflect on our successes and gaps in our provision of responsible management education and knowledge exchange activities. We acknowledge that, whilst we have made progress, we can further enhance our learning and teaching, research and partnership interventions to advance responsible and accountable management education and practice. This will ensure we continue to inspire and enable a better world and to help change business from within.

Institutional History

Worcester Business School: Sustainability Journey

It is nearly a decade since Worcester Business School (WBS) commenced its formal sustainability journey. During this time, we have worked to embed responsible and accountable management education and practice within our learning, teaching, governance, and external partnerships.

Throughout our sustainability journey we have faced challenges and responded positively so that we have fostered sustainable change. Our journey is summarised below:

September 2017: WBS introduces new specialist sustainability undergraduate modules

September 2019: WBS introduces a new specialist postgraduate sustainability module

December 2019: WBS becomes a member of PRME

September 2020: WBS adopts Graduate Attributes that reflect our values and mission and enable our graduates to have a positive impact on their own lives and those of others. These attributes, which are incorporated in all module teaching and shown in module documentation, are: Social Responsibility, Reflective and Resilient Lifelong Learning, Digital Citizenship, Problem Solving and Teamwork and Effective Communication.

June 2021: WBS maps all modules to the Sustainable Development Goals

December 2021: WBS submits our Inaugural SIP Report

March 2022: WBS launches the Student Led Consultancy Programme that conducts environmental audits to create environmental benchmarks for local SMEs and identify improvement opportunities; the first project is completed in May 2022

July 2022: WBS includes details of module alignment to the Sustainable Development Goals in all module outlines

November 2022: WBS receives Small Business Charter Accreditation

November 2022: WBS launches our second Student Led Consultancy Project

May 2023: WBS launches our third Student Led Consultancy Project

September 2023: WBS adopts a new WBS logo demonstrating our public commitment to sustainability with the strap line 'Promoting Ethical and Sustainable Business'

October 2023: WBS delivers our first Help to Grow course

December 2023: WBS submits our second SIP Report

March 2024: WBS launches a new postgraduate course, MSc Global Sustainable Management

June 2024: WBS receives an award for our second SIP Report

September 2024: WBS recruits the first cohort to our new Executive MBA focused on sustainable and ethical management. Teaching begins in October 2025.

October 2024: WBS delivers our second Help to Grow course

November 2024: WBS launches our fourth Student Led Consultancy Project

February 2025: WBS delivers our third Help to Grow course

May 2025: WBS delivers our Steps to New Zero training course for Herefordshire and Worcestershire businesses

June 2025: Joint Worcester Business Improvement District and WBS 5-year partnership is launched which aims to support local organisations to develop sustainable business practices

September 2025: WBS submits our third PRME SIP Report

October 2025: WBS delivers Carbon Literacy Training for local organisations

October 2025: WBS begins recruiting for our fourth Help to Grow course

October 2025: WBS launches our fifth Student Led Consultancy Project

November 2025: WBS delivers a Steps to New Zero training course for Herefordshire and Worcestershire businesses

May 2026: WBS launches our fifth Student Led Consultancy Project

July 2026: WBS receives Small Business Charter Reaccreditation

July 2026: WBS begins recruiting for our fifth Help to Grow course to start in October 2026

August 2026: WBS begins negotiations for sixth and seventh Student Led Consultancy Projects

September 2026: WBS submits our fourth PRME SIP Report

Further information on Worcester Business School and University of Worcester is available here: [The History of the University of Worcester](#)

Graduates & Enrollment

2025 Statistics	Number
Graduates	240
Faculty & Staff at the University	1359
Faculty & Staff at the Institution	55
Student Enrollment at the University	9455
Student Enrollment at the Institution	887

2025 Statistics	Number
Undergraduate Attendance	616
Masters-Level Postgraduate Attendance	248
Doctoral Student Attendance	23
Certificate, Professional Development, or Continuing Education Attendance	12

Degrees Offered

Bachelor Programs

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

Masters Programs

-  Master of Science (M.Sc. or M.S.)
-  Master of Arts (M.A.)
-  Master of Business Administration (M.B.A.)

Doctoral Programs

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

Undergraduate Degree Programmes

-  BA(Hons) Business Management
-  BA(Hons) Accountancy and Finance
-  BA(Hons) Business and Marketing
-  BA(Hons) International Business Management
-  BA(Hons) Digital Marketing
-  BA(Hons) Marketing, Advertising and Public Relations
-  BSc Computer Science
-  BSC Computing
-  Help to Grow

Masters Degree Programmes

-  Master of Business Administration
-  Executive MBA
-  MSc Human Resources Mangement
-  MSc International Management
-  MSc Logistics and Supply Chain Management
-  MSc Project Management
-  MSc Marketing

Postgraduate Degree Programmes

-  Doctor of Business Administration
-  Doctor of Philosophy

Certificates, Professional Development, or Associate Programmes

-  Help to Grow



Purpose

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

Letter of Commitment



Message from the Head of Worcester Business School

I am delighted to present Worcester Business School's fourth Sharing Information on Progress (SIP) Report. With this report we reiterate our willingness to align our core functions and curricula with PRME's Seven Principles and to contribute to the Sustainable Development Goals. We commit to continuing to promote responsible management education and embed responsibility, sustainability and ethics in all that we do.

I would like to thank Business School staff, students and partners who have contributed to this SIP Report, to the continued evolution of our curricula, research and operational activities, and to the sustainable projects that continue to establish Worcester Business School as an ethical and sustainable business school.

The objects and narratives presented here demonstrate our achievements and acknowledge that we can further enhance our practices and develop our culture to strengthen our convergence of responsible management education, impact and responsible business.

I promise to continue to lead Worcester Business School in the further integration of the PRME Principles and the Sustainable Development goals into our curriculum, research and operations, and our external and internal partnerships and look forward to sharing our progress with you in our fifth PRME SIP Report in 2027.

A handwritten signature in black ink, reading 'Scott Andrews'.

Dr Scott Andrews
Head of Worcester Business School

Definition of Purpose

Worcester Business School's purpose is to develop the capacity and capabilities of our learning communities to generate sustainable value for business and society and work for an inclusive and sustainable global economy.

Institutional Engagement

51% - 75% of faculty at Worcester 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

Worcester Business School Priorities and Goals

View document 

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Values

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



How We Define Values

Worcester Business School aims to inspire all partners in our learning community to have positive impact on their lives and the lives of others.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

The following narrative demonstrates how Worcester Business School has influenced students' academic journey and personal growth.

A Student Consultant's Reflections on the Value of Their Student Led Environmental Consultancy Project

The Linked in post below from Henry Smith demonstrates the values, skills and knowledge he gained from acting as a Student Consultant in Worcester Business School's Student Led Environmental Consultancy Programme.



Henry Smith

1y



Happy to have completed my placement at [Sitemark Ltd](#) supported by [University of Worcester Business School](#).

I'm incredibly grateful to have spent the past 6 weeks working with such a friendly and welcoming team. The experience was not only valuable professionally, but also provided me with an insight into what makes a successful business.

During my placement, I was tasked with developing a sustainability benchmarking review to support the launch of a potential new service. This involved:

- Researching sustainability trends and regulations relevant to the FM sector
- Analysing competitor offerings to highlight market gaps and opportunities
- Analysing client demand for sustainability and identifying key focus areas
- Designing a draft questionnaire and scoring framework for Sitemark clients
- Presenting findings to the team during Monday team sessions

One of the key things I learned is how quickly companies are moving towards sustainability — whether for environmental goals or commercial pressures. There is huge potential for FM providers to make a real difference through smarter waste reduction, energy efficiency, and sustainable procurement.

Huge thanks to [Mike Boxall](#), Gemma Daly and all of the team at Sitemark for their support and oversight — I really appreciated guidance throughout. Also a big thank you to [Jo Murphy](#), [Janey Robins](#) and [Kay Emblen-Perry](#) for helping me get the placement sorted in the first place!



Mike Boxall

1y



It was great to have you on board [Henry Smith](#) Thanks for all your effort and hard work which has given us a real insight into client priorities and a starting point for a wider sustainability benchmarking process. All the very best for now. Thank you again!

👍 Like · 💬 Reply | 2 Reactions



Alfie Biggs

1y



Congrats Henry superb work!

👍 Like · 💬 Reply | 1 Reaction



Janey Robins

1y



It's been a pleasure to watch you successfully deliver another sustainability project [Henry Smith](#)! I can highly recommend Henry for his resourcefulness, passion and resilience. Looking forward to seeing what's next for you 😊

👍 Like · 💬 Reply | 1 Reaction



Jiger Shah

1y



All the best, [Henry Smith](#). It was lovely working with you and getting your insights on sustainability within procurement. 🙌

👍 Like · 💬 Reply | 1 Reaction

Student Awareness

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

Student Engagement

51% - 75% of students at Worcester Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Celebrating Values

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

Worcester Business School: BOSS Sustainable Business Development Competition

The BOSS Programme, led Worcester Business School and delivered in partnership with Milford Research and Consultancy Limited, promotes the establishment of student-led environmentally and socially sustainable businesses through a professional business development competition offering cash prizes. It is open to all University of Worcester undergraduates, postgraduates and research students. Further details are available here: [BOSS Programme](#)

Through the competition, students evolve business concepts into real-world sustainability enterprises. They then pitch their business ideas to a panel of expert business leaders who decide who will receive the cash prizes to fund the development of the proposed business. The experts also spend time giving feedback to all entrants.

Details of the 2026 BOSS Programme winners are available here: [2026 BOSS Programme Winners](#)

Continue telling your story

Reflection on Worcester Business School Values

Throughout this SIP Report, Worcester Business School demonstrates our sustainability values and commitment to responsibility and accountability to society and the planet through the examples of teaching, partnership projects and student-centred programmes presented. Since our last report in September 2025, we have made some progress towards developing a values-oriented Business School community by extending the scope and reach of our responsible management education across modules and through outreach activities and business focused projects (research and practice). However, we recognise that we can do more to increase our impact. Through our four

priorities for 2026-27 presented in Purpose we will drive change and expand our sustainability reach by utilising our sustainability expertise and experience to widen our engagement with schools, colleges and businesses, create an enhanced Executive and Professional course portfolio and adopt new teaching approaches. We will report on our successes and the challenges experienced in our next report in 2027.



Teach

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



How We Define Teach

Worcester Business School aims to deliver innovative and responsible management education by firstly, embedding responsible, sustainable and ethical management education into our curricula and secondly, developing sustainability awareness and carbon literacy within our learning communities. These are included within Worcester Business School's Sustainability Strategy.

Courses that support RME

Worcester Business School reports 25 courses in 2025 that support responsible management education and sustainable development goals.

Fundamentals of Personal Effectiveness (Level 4) | BMGT1225

BMGT1225, which build on BMGT1224, focuses on the importance self-awareness, self-management, social awareness and relationship management. It initially explores strengths, values and ethics, change, transition and motivation in concert with stress management and managing wellbeing. It then explores time management, work / life balance, and interpersonal communication. Throughout the module students will explore their personal effectiveness in developing readiness for work.

The module emphasises values, ethics, and sustainability, encouraging students to integrate ethical practices into their professional lives. By reflecting on their actions and societal and environmental impact, students develop a sense of accountability and a commitment to contributing positively to their communities.

The module emphasises values, ethics and sustainability, encouraging students to integrate responsible practices into their personal lives. By reflecting on their actions and societal and environmental impact, students are encouraged to develop a sense of accountability and a commitment to contributing positively to their communities. Through activities such as self-assessment and self-awareness exercises, the module fosters a habit of reflection, enabling students to identify areas for growth and adapt to change. The module develops critical thinking and emotional intelligence and helps students to manage stress by helping them analyse their strengths, weaknesses, and the challenges they face. It also develops techniques that equip them with resilience, time management, emotional regulation and communication skills.

Please see the attached BMGT1225 Module Outline for further information on the module.



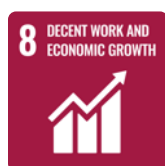
IT Systems Fundamentals (Level 4) | COMP1482

The main themes of COMP1482 include, 1) Organisational structure and culture 2) Organisations' Information System needs, including how they can help promote better working practices, better work for all and economic growth within a country's economy 3) Components of Information Systems which include, i) back-end databases, relational models and ERDs, ii) front end interface and the roles and functions of Information Systems within organisations (computing is an equal opportunities employer, and the module will showcase that Information Systems roles are equally accessible to all genders), iii) management of Information Systems and the associated ethical, social, human, security and legal issues, iv) strategy and Information Systems, v) Information Systems procurement , vi) Information Systems analysis, design, development and implementation.

The module also covers the topic of sustainability itself and the UN Sustainable Development Goals and explores why they are important for everyone, especially graduates going into the 21st Century workplace.

COMP1482 engages students in an exploration of the environmental, social and legal issues surrounding implementation of Information Systems in Business. It uses real-world examples and cases within the teaching and wider reading and research to develop this understanding, promote problem solving skills and encourage effective communication.

Please see the attached COMP1482 Module Outline for further information on the module.



Game Design and Development (Level 5) | COMP2451

COMP2451 is divided into two phases: The Design Phase and the Development Phase. The Design Phase introduces key aspects of game design theory and explores current games using a systemic, entity-based approach. These principles are used to develop a game design proposal for a game aimed at a specific audience. The Development Phase then introduces a leading industry game development engine called Unity. During this phase students develop skills in 2D and 3D games development. As part of this development certain components are programmed using C# to produce bespoke control of game assets. This engine is then used to build a game and implement key elements from students' game design to showcase game mechanics and key development skills.

The module encourages students to develop understanding, knowledge and skills through self-directed study and practice. It also promotes reflection on and evaluation of learning to develop problem solving skills through the game development process and engagement with the feedback from the staged assessment approach. Collaborating with module team members and peers in the development of the game design and artefact encourages the development of effective skills including communication, negotiation, game engine tools, scripting skills and programmatic problem

solving.

Please see the attached COMP2451 Module Outline for further information on the module.



Lifestyle Marketing (Level 5) | BMGT2001

The main themes of BMGT2001 are, 1) Stages and influences of decision-making process 2) Individual differences and their impact on consumer decision making and behaviour 3) The influence of sensation and perception 4) Group influences over decision making and behaviour 5) Socio-cultural influences over decision making and behaviour 6) Rationality and emotional customer decision making and behaviour 7) The impact of product involvement on decision making 8) Myths and realities of satisfaction, loyalty and relationship marketing 9) The impact of environment and sector on customer behaviour 10) Recent consumer behaviour trends and movements 11) What businesses can do to better engage customers and increase sales. Concepts of decent work and economic growth and sustainability, particularly responsible consumption, are highlighted and critically discussed throughout the module.

The module engages students in the topics of ethical consumption and generational trends towards sustainable living. It facilitates the promotion of problem-solving skills through the consideration of sub-optimal consumer engagement and evaluation of potential creative and evidence-based initiatives to address this. These topics form the core of teaching and the assessment. In the seminars, students are encouraged to work alongside each other to respond to tasks to develop the confidence and ability to articulate ideas.

Please see the attached BMGT2001 Module Outline for further information on the module.



Creating a High Performance Workforce (Level 5) | BMGT2210

BMGT2210 has five key themes which focus on the stages of the employee lifecycle, 1) Employee Resourcing: Attraction, recruitment and selection 2) Employee Development: Induction/onboarding, managing talent, succession planning, performance management, employee engagement 3)

Employee Reward: Reward and recognition (financial and non-financial) 4) Employee Relations: Redundancy, misconduct, grievances and disciplinaries, the relationship between the employer and the employee 5) Employment Law: How legislation and precedents inform HR practice.

The module provides students an understanding of the importance of good employee resourcing to every organisation, including the need to ensure that the right people are in the right roles at the right time and how the processes involved must be completed with a duty to act in the best interests of the environment and society. Equality and diversity and employment legislation are explored throughout the module. Students are engaged in problem-solving through exploring the different HR functions to develop specialist knowledge and HR thinking. This also helps students understand how to enhance communication to promote healthy relationships in and outside the work environment.

Please see the attached BMGT2210 Module Outline for further information on the module.



Responsible Business (Level 5) | BMGT2223

BMGT2223 is designed to allow students to explore the (ir)responsible behaviours real-world organisations exhibit and potential improvement actions. Consequently, there are no right and wrong answers provided; rather students will focus on 1) The identification of real-world problems 2) The impacts and implications of these problems 3) Recommendations for interventions to solve these problems.

The module helps students to become globally and socially responsible, culturally aware and to understand the ethical impact of decisions. It encourages students to critically reflect on personal and real-world business situations to help them to develop and apply analytical, creative and evaluative skills to investigate problems and propose viable solutions. BMGT2223 uses a group assessment and in-class group tasks to promote effective teamwork and collaboration, and equip students with skills enabling them to communicate effectively across a range of audiences.

Please see the attached BMGT2223 Module Outline for further information on the module.



Digital Content Systems and Ecommerce (Level 5) | BMGT2300

BMGT2300 has five core themes, 1) Content management systems and digital commerce solutions 2) Internationalisation – payment methods, currency, and shipping 3) Digital security – password protection, malware, social engineering, and phishing attacks 4) Technologies to enhance user experience and accessibility 5) Online marketing strategies – affiliate marketing and search engine optimisation.

The module engages students in the creation of a user-friendly and accessible e-commerce website for a small to medium-sized business (SME). This gives them opportunities to reflect on the challenges faced by companies operating in the e-commerce industry and become familiar with the ever-evolving forces of technology and how this can drive business change. BMGT2300 promotes problem solving by encouraging students to examine the methods and technology used to overcome threats arising from digital commerce. Students develop team working and effective communication by participating in group and class tasks and discussions.

Please see the attached BMGT2300 Module Outline for further information on the module.



Audit and Ethics (Level 6) | BMGT3114

BMGT3114 introduces students to the audit process. It starts with the planning of an audit which involves assessing risk, performing analytical review and calculating materiality. This is followed by the interim stage in which students assess the internal controls and systems of a range of different businesses through analysing a range of alternative scenarios. Students are then introduced to audit evidence and associated concepts such as substantive testing. The module then finishes with the final stage of the audit which covers topics such as the audit report. Throughout the module, students work within the ethical framework that governs the actions of auditors and the accounting profession as a whole.

In the module students learn how auditors operate within an ethical framework and have responsibilities to work and cooperate with individuals such as shareholders and audit clients for the benefit of society. Students develop problem solving skills through researching and evaluating company information such as source documentation and financial accounts to form audit opinions using information provided by an audit simulation. The audit simulation is undertaken in groups to promote the development of communication and teamwork skills.

Please see the attached BMGT3114 Module Outline for further information on the module.



Events Management (Level 6) | BMGT3117

The events industry, including festivals, meetings, conferences, exhibitions, incentives, sports and a range of other events, is rapidly developing and making significant contributions to the economic, social, cultural and business environment. Consequently, events have amplified importance. With the increased regulation requirements and the growth of government and corporate involvement in events, they comprise complex interactions among several stakeholders, such as the participants, event venue, design, the management system flow, volunteers, staff, and government. Event managers are now required to identify and service this wide range of stakeholders and balance their needs and objectives.

The module introduces students to the importance of sustainability within the events context and explores the potential impacts experienced and solutions to these sustainability challenges. In-class activities and the assessment encourage students to reflect on their learning and develop the communication and problem-solving skills required for successful events management.

Please see the attached BMGT3117 Module Outline for further information on the module.



Rethinking Organisational Values (Level 6) | BMGT3221

BMGT3221 is designed to allow students to explore the problems of real-world organisations and identify and present their own solutions. Consequently, there are no right and wrong answers provided; rather students explore 1) The identification of real-world problems faced by businesses 2) The impacts and implications of these problems 3) The causes of these problems 4) Potential solutions to these problems. The module is closely aligned to the Sustainable Development Goals (SDGs) so that during the module students explore all the 17 SDGs from both a business and personal perspective. Through this they consider opportunities to improve their contribution to them.

The module immerses students in sustainable business practices and values, helping them to become globally and socially responsible, culturally aware and understand the ethical impact of decisions. It uses two semester long case studies which the students are required to explore and critically appraise. Through this, BMGT3221 helps them to become resilient, aspirational, and intellectually curious graduates who can critically reflect on personal and business situations and propose viable

solutions. The module utilises real-world business frameworks and decision-making tools to help students develop the analytical, creative and evaluative skills required in a successful business career. It also incorporates group assessments and in-class activities which help students develop skills of effective teamwork and communication across a range of audiences.

Please see the attached BMGT3221Module Outline for further information on the module.



Digital Business (Level 6) | BMGT3300

The main themes of BMGT3300 are 1) Content and learning management systems 2) Drivers and barriers of digital business adoption 3) How to implement and optimise a digital business solution 4) Factors affecting ongoing management of a digital business.

The module equips students with the skills and knowledge required to build a user-friendly and accessible digital business solution for a small to medium-sized enterprise (SME) in the services/ consultancy sector. This will help students understand how the ever-evolving forces of technology and sustainability can drive business change and be used to enhance service delivery.

Please see the attached BMGT3300 Module Outline for further information on the module.



Nature of Computing (Level 6) | COMP3402

Where do ideas for computing come from? What will be the next major development computing technology and what will drive that innovation? COMP3402 seeks to answer such questions and so put the student in a position to understand, champion and even exploit such development. Through practical exploration and research, students delve into current leading developments, such as computing inspired by natural phenomena, as well as considering the future direction of computing. In doing this, the module brings together various elements of computing that students have been studying and extends these, providing a deeper understanding of core concepts such as operating systems, microprocessors, applications of computing, and emerging technologies such as, but not limited to, high performance computing, quantum computing, artificial intelligence, machine learning and cloud-to-edge ecosystems. This module develops skills of critical thinking, creativity and problem-solving as well as learning through dialogue.

Working both independently, and collaborating with others in class, COMP3402 gives students the opportunity to reflect on their progress, which in turn helps them to understand and develop their own learning style. Being aware of this helps them to develop both personally and professionally. The module incorporates extensive independent and collaborative problem-solving opportunities. Many of the module's practical sessions require students to work in informal groups. This gives them opportunities to develop and practice skills for teamwork, effective communication and collaborative consensus building which are particularly important in learning to code.

Please see the attached COMP3402 Module Outline for further information on the module.



Managing for Sustainable Futures (Level 7) | BMGT4318

BMGT4318 explores the growing expectations of sustainable management within for profit and not for profit organisations. Students critically analyse how organisations and individuals are acting and changing in response to stakeholders' increasing demands for ethical and sustainable business practices. The module also considers opportunities for strategic improvements and explores risks involved in becoming a responsible business.

The module explores the impact of environmental and social sustainability management, internationalisation of ethics, and global citizenship on businesses and encourages students to reflect on both business and personal sustainability performance to develop personal skills and values. The module uses the Sustainable Development Goals to promote students' resilience, aspirations and intellectual curiosity and empower them to critically assess personal and business contributions to addressing global challenges. BMGT4318 uses real-world business case studies to help students develop and apply analytical, creative, and evaluative skills to investigate sustainable issues and propose actionable implementation plans. A group assessment and group activities during seminars promote collaborative working and the ability to communicate effectively with diverse audiences.

Please see the attached BMGT4318 Module Outline for further information on the module.



Leadership and Change Management (Level 7) | BMGT4301

The challenges and demands of business leadership require informed scrutiny in the context of current and emerging contexts such as the collapse of old economies, the digital revolution, climate change, and the global shift in economic power. The aim of BMGT4301 is to provide conceptual and applied leadership skills which underpin managers' understanding of their approach to leadership throughout the organisational change process. Techniques to explore organisational conditions, evaluate change indicators, and deliver sustainable change effectively are reviewed in-depth.

The module assists the development of the individual holistically as a leader and frames the role of responsible leadership within the module content. The module promotes problem solving using case studies which encourage students to examine historical decision making and its role in the eventual outcomes for that business. Students also consider how this helps to inform decision making processes for the future. An assessed group presentation promotes teamwork and effective communication.

Please see the attached BMGT4301 Module Outline for further information on the module.



Operations & Value Chain Management (Level 7) | BMGT4304

BMGT4304 aims to evaluate the vital role operations management plays in contemporary organisations and its contribution to enhancing responsible business practices and their competitive advantage. As cross-functional team working is vital for successful operations management, students will work together to carry out a critical analysis of real-life cases, identify issues relevant to the management of the operations and the value creation process before proposing improvement recommendations.

BMGT4304 introduces students to operations and project management concepts to provide them with a professional vocabulary. Students will use real-world sources and methods of analysis to develop skills of integrating and evaluating relevant information to aid informed and creative problem solving and analysis of data. The module includes in-class group work and a group assessment. This promotes students' development of interpersonal skills such as cooperation, coordination, compromising and relationship building which are required for the groups to work successfully and for future career success.

Please see the attached BMGT4304 Module Outline for further information on the module.



Global Strategy (Level 7) | BMGT4306

BMGT4306 explores the context of business in the intensely competitive contemporary global environment and the dimensions in which organisations must make strategic decisions. It explains and applies the theories underlying the concept of competitive advantage and examines the strategic options open to businesses in maximising their competitiveness, through reviewing internal and external perspectives. The importance of contemporary pressures for corporate social responsibility are also discussed as well as how organisational culture may contribute to its competitive success or failure. With a focus on real business cases, this module offers a practical lens through which to explore contemporary strategic challenges.

The module encourages students to discuss the ways in which organisations can or should reflect ideas of social responsibility in their strategies. The focus on case studies will facilitate these discussions and equip students with skills of independent study and research. Problem solving is promoted through the application of theory to develop recommendations for responsible business practice. The strategic knowledge and skills developed in the module are transferrable across a wide range of business arenas.

Please see the attached BMGT4306 Module Outline for further information on the module.



Cyber Threat Intelligence (Level 7) | COMP4009

COMP4009 explores cyber threat dynamics within organisational contexts, focusing on identifying, analysing, and mitigating cyber intrusions. Students learn to identify different threat actors and understand the critical elements of organisational attack surfaces and common threat vectors. The intelligence cycle is used to develop knowledge and skills to produce actionable intelligence for real-world applications. The module incorporates a blend of lectures, case studies, and practical exercises, culminating in assessments requiring critical analysis and applying theoretical concepts. Emphasis is also placed on the legal and ethical considerations affecting CTI professionals.

The module familiarises students with the techniques used in cyber-attacks including penetration, transferring malware, prevention, and recovery of information security incidents which are essentials in their future employability. The module focuses on prevention of cybersecurity incidents in

organisations and society and equips students with the knowledge and skills required to play important roles in this. It promotes problem solving by giving students the opportunity to devise and implement solutions to real-world cyber problems and follow these through to completion. Within this, students are engaged in team and communication activities, including brainstorming, debate, written argument and presentations.

Please see the attached COMP4009 Module Outline for further information on the module.



Coaching and Mentoring (EMBA) | BMGT4248

Performance optimisation across various contexts and sectors can be underpinned by a range of variables, including the skills and resources of Coaching and Mentoring. BMGT4248 provides theoretical underpinnings of each methodology and offers students opportunities to experience respective approaches by their modelling and through participation in immersive practices.

By gaining experience of coaching and mentoring in BMGT4248, students develop self-awareness and self-regulation which are valuable leadership skills. In addition, students gain a mindful awareness of how to contribute to their community and society.

Please see the attached BMGT4248 Module Outline for further information on the module.

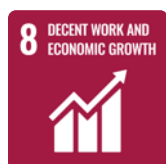


Sustainable Market Positioning (EMBA) | BMGT4210

The external environment surrounding organisations frequently evolves, sometimes very rapidly, and is rarely fixed. Accordingly, organisations must monitor these changes and assess the challenges and opportunities they provide. Likewise, organisations need to be cognisant of their own capabilities and potential capabilities. Taking such factors into account, organisations need to make longer-term strategic decisions to position themselves for a sustainable existence in the marketplace. BMGT4210 equips students with the knowledge and skills to do this systematically and professionally and ensures they are conversant with marketing strategy models and frameworks with which they can implement changes in a realistic way.

BMGT4210 gives students the opportunity to gain the knowledge, skills and attributes during the module and through the assignments that will allow them to make positive contributions to implement sustainable change within their organisation.

Please see the attached BMGT4210 Module Outline for further information on the module.



Sustainability and Ethical Business Practices (EMBA) | BMGT4217

BMGT4217 is designed to allow students to explore real world challenges from increasing demands for environmentally fair, financially legitimate, and socially just organisations from customers, employees, governments, and international organisations. These demands are increasingly driving changes to business practices so that transparency, accountability, ethicality, and the reduction of risk can be demonstrated in the impact a business has on the environment and society.

The module helps students identify sustainability challenges within their organisations and their drivers. They then consider the impacts and implications of these challenges and their root causes, and present recommended solutions to them. Students gain knowledge, skills and attributes of sustainability and ethical business practices during the module and through the assignments that will allow them to change their organisation from within.

Please see the attached BMGT4217 Module Outline for further information on the module.



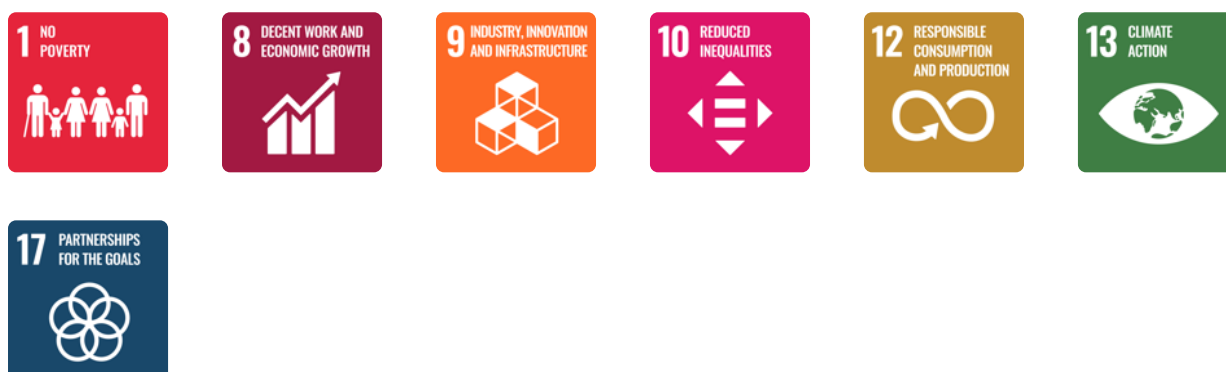
Innovation and Design for a Better World (EMBA) | BMGT4221

The main themes of BMGT4221 are 1) What is innovation? 2) Types of innovation 3) How innovation and eco-innovation has been addressing environmental and sustainable challenges 4) Overview of the innovation process (ideation to capture) 5) The innovation life cycle and diffusion of innovation 6) Building an innovative organisation 7) High involvement innovation 8) Developing an innovation strategy 9) Sources of innovation 10) Open and closed innovation 11) Capturing learning from innovation and audit frameworks.

The module helps students develop their awareness of the critical social responsibility of business and how this can be enhanced through an entrepreneurial approach to innovation in a firm. Throughout the module students are encouraged to reflect on their ability to be creative, think critically at a

strategic level and develop solutions in an innovation context. These skills will be of great value for management and leadership roles in business and also for personal success. BMGT4221 poses a series of challenges (via case studies, practical exercises and an assignment) which helps students to develop their ability to address complex strategic issues in a business context. Taught sessions require students to work in groups to deliver and present a task (or address a case study) in a fixed time period. This will help develop their ability to listen proactively, debate and communicate clearly, and use influencing skills to lead or collaborate in achieving successful outcomes as part of a team

Please see the attached BMGT4221 Module Outline for further information on the module.



Digital Transformation and Data-Driven Decision Making (EMBA) | BMGT4202

The main themes of BMGT4202 are 1) How digital technologies are reshaping industries and business operations 2) Insight into AI, big data, IoT, and social media 3) Data and analytics for decision making 4) The legal, ethical and organisational challenges of digital transformation.

The module encourages students to draw upon their own experience and link the theoretical concepts covered in the module to their own practice. During the module and assignment students also build the knowledge and skills needed to initiate change within their organisation.

Please see the attached BMGT4202 Module Outline for more information on the module.



Generation Digital (Level 4) | BMGT1002

The key themes of BMGT1002 are 1) Technologies powering our industries, economy, and society 2) The impact of technology on business performance and strategy 3) Legal, moral and ethical constraints of technology advancement, and 4) Customer service communication solutions.

Students learn the ethical implications of technological advancement, impacts of technology on different stakeholders and the importance of this technology when conducting business. They are encouraged to become familiar with a range of tools to develop customer service solutions that provide competitive advantage.

Please see the attached BMGT1002 Module Outline for further information on the module.



Introduction to Management Accounting (Level 4) | BMGT1100

BMGT1100 introduces all aspects of management accounting, including budgetary processes, forecasting techniques and performance measurement systems as well as financial planning and control. It provides an understanding of cost behaviour and different cost accounting techniques such as marginal and absorption costing. Analytical skills are developed by interpreting management information to assist in the decision-making process. Performance measurement information, which includes both financial and non-financial measures, supports organisations in conducting business in a responsible manner; one which encourages sustainable development. This module considers these issues.

BMGT1100 helps students to develop a sense of social responsibility and reflect on non-financial indicators that impact the environment and wider society. Real life scenarios are used throughout the module to equip students with both quantitative and qualitative problem-solving techniques and the digital capability required to succeed in financial roles.

Please see the attached BMGT1100 Module Outline for further information on the module.



Introduction to Business Management (Level 4) | BMGT1224

BMGT1224 is divided into two primary components: organisational understanding and employability skills. It is designed to assist students to develop self-awareness, collaborate effectively with others, and build sustainable and ethical management and leadership skills.

The module focuses on the importance of effective personal development and students' contribution to their organisation, ensuring that value is created in the best interests of the environment and society. Ethical and responsible practices are considered throughout.

Students are engaged in problem solving to equip them with an understanding of both internal and external business environments. Practical tasks, in-class activities and academic support are used to help students develop the ability to identify, analyse, and address real-world business challenges effectively.

Please see the attached BMGT1224 Module Outline for further information on the module.



Teaching Awards

In 2025, 1 award was given to faculty and educators at Worcester Business School.

PRME Pedagogy Certificate of Participation

Granter: The PRME Secretariat (Principles for Responsible Management Education)

Grantee: Kay Emblen-Perry

Award Description:

The PRME Pedagogy Certificate of Participation

Educator Recognition

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

- ❖ Student-nominated teaching awards
- ❖ Course evaluation scores

Teaching Voices

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

Cultivating the Entrepreneurial Mindset Charity Challenge: Lynda Solleveld, Lecturer Digital Marketing and Enterprise

Within the second-year module Cultivating the Entrepreneurial Mindset (BMGT3020), students participated in a charity challenge which required them to engage with St Richards Hospice, a Charitable Organisation, and other business professionals. They undertook challenges which both raised money

and the profile of the charity. The module adopts this charity challenge to develop students' understanding of the parallel challenges faced by charities and entrepreneurs alongside promoting business skills such as project planning, communication and responsibility.

This approach provides the students with an opportunity to move beyond theoretical classroom-based learning and apply knowledge within a real-world context. Through this they developed an understanding of the operational, financial and resource challenges faced by charitable organisations while also recognising parallels with the challenges experienced by entrepreneurs such as limited resources, stakeholder engagement and innovation. The value of the activity extended beyond the immediate outcomes, encouraging students to consider the wider social implications of entrepreneurial activity and how that can translate to their local communities. Details of the Charity Challenge were shared as a [press release](#).

BMGT4247 Responsible Leadership and Conscious Change Management: Tim Sellick, Principal Lecturer

I lead BMGT4247, the Responsible Leadership and Conscious Change Management module for the Worcester Business School's Executive MBA. This module explores the evolving demands placed on leaders in an era defined by global uncertainty, digital transformation, social expectations, and environmental pressures. The module examines the intersection between leadership theory and the practice of leading sustainable, ethical organisational change in complex business environments.

Key themes include:

- Contemporary Leadership Paradigms: Understanding the behaviours, mindsets, and capabilities required to lead responsibly in a global context.
- Organisational Change: Exploring change leadership models and strategies, including resistance, readiness, and the role of culture in successful transformation.
- Leadership Self-Awareness: Developing a reflective understanding of your own leadership style, strengths, and areas for growth in relation to change initiatives.
- Ethical and Sustainable Practice: Evaluating the role of leadership in advancing corporate social responsibility and sustainability agendas.
- Team Dynamics and Communication: Understanding leadership within the context of group behaviour, influence, and collaborative change.
- Applied Learning: Practising real-world leadership through team-based projects, presentation skills, and personal development planning.

The module supports learners in developing the critical thinking, emotional intelligence, and ethical reasoning needed to lead change confidently and responsibly in dynamic business contexts.

The module challenges experienced leaders currently within leadership roles in UK based business to undertake practical activities that align with the theoretical aspects of ESG and the Sustainable Development Goals (SDGs). These may include but not be limited to SDG's 1,2,3,5,7,8,9,10,11,12,13,16 and 17. Importantly, within this module we ask that students reflect on their own leadership styles and

change management processes and practices through the lens of the SDG's and responsible and sustainable practice. Each student must complete two assignments that are practical, experiential, or reflective in nature addressing these themes.

Embedding Responsible Management Education Across Level 4 and Level 5 Modules, Rebecca Jarrett, Senior Lecturer (Teaching)

BMGT1224 is a Level 4 mandatory module for all first-year Business and Management students. It weaves the Sustainable Development Goals (SDGs) into the content throughout semesters, with one session particularly focussed on sustainability through the following activities.

- 1) Students were introduced to the Blue Economy via a case study activity which explored the economic contribution of the Blue Economy, as well as the importance of the earth's natural resources.
- 2) Students were asked to rank the SDGS in order of their own personal priorities and values. Many students highlighted SDG 3 (good health and wellbeing) as their priority. This activity in turn linked with an exercise built around the concept of Ikigai the idea being that finding their purpose includes identifying what the world needs now.
- 3) Students were asked to identify 3 commitments they could make towards 'saving the world', referring to the UN's lazy persons guide to saving the world.
- 4) At the end of this session, students were asked to complete a reflective journal which formed part of their final evaluation/assessment with the following prompts,

Where am I now – which SDGs are important to me?

Where do I want to be- What kind of company do I want to work for?

What changes can I make to save the world?

What have I learnt about myself today?

These activities helped students connect global sustainability challenges with their own values, career aspirations, and personal responsibility. Through reflective exercises, students demonstrated increased awareness of the importance of sustainable development and considered how their future employment choices and behaviours can contribute to positive social and environmental impact.

Building on the responsible management education embedded in BMGT1224, ethics and CSR, linked to SDGs 5, 8, 9, 10 and 16, form a core focus for BMGT2224, a Level 5 mandatory module for second year Business and Management students. Ethics and CSR have been included to ensure that students' sustainability knowledge and values are further enhanced and that they are equipped with the sustainability skills that are increasingly expected for workplace readiness.

Within BMGT2224 a session introduced students to the different branches of ethics alongside extended stakeholder theory. Students were challenged to evaluate their own ethical standpoints in different scenarios, alongside consideration and analysis of different stakeholder perspectives. A case study 'the ethics of paying a ransom' was one of these scenarios. Students were assigned groups for paying the ransom and against paying it. A class debate was held during which students were asked to see if consensus could be reached.

By evaluating complex ethical dilemmas from multiple stakeholder perspectives through this case study, critical thinking, ethical reasoning, and responsible decision-making skills were promoted. The debate also challenged students to question their own assumptions, appreciate differing viewpoints, and recognise the social, economic, and governance implications of business decisions. This directly supports PRME Principle 1 (Purpose) by developing responsible future leaders, Principle 2 (Values) through engagement with ethical and sustainability-related challenges, and Principle 3 (Teach) through experiential and debate-based learning.

Understanding Cultural Backgrounds in Transnational Business: Christine Overall, Senior Lecturer in Marketing

For my module Intercultural Business Perspectives (BMGT3222), a third-year module with a cohort comprising both international top-up students and third year students, Assignment 1 in 2025-26 was a case study on Dolce & Gabbana. This required students to explore the company's cultural insensitivity in an advertising campaign for a fashion show in China and the subsequent cancellation of the show by the Chinese government, who felt slighted. This engaged students in the challenges of cultural background in transnational business, including the dangers of stereotypes and cultural ethnocentrism.

The exchanges within the group of UK, (European) International and Chinese students gave exceptionally good insights into the importance of respectful management and communication, appreciation of cultural background in transnational business.

In feedback, all students said that they found pooling their experience valuable. Chinese students felt it gave them confidence to contribute in class (having recently transferred to the UK university system from their own universities) and encouraged integration and exchange within the class group. Other students appreciated the more nuanced insights that the Chinese students were able to share from the advertisements in the original language, such as accents and plays on words which subtitles could not capture. It also provoked discussions around the dangers of stereotypes, roles of females and cultural ethnocentrism in business. Feedback from students suggests that this was one of the most impactful activities in the module and that they felt it would leave a lasting impression upon their own approaches to business across cultures in future.

Barriers to Innovative Curriculum

In 2025, Worcester Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Overloaded faculty
- ❖ Resource allocation challenges
- ❖ Time constraints
- ❖ Traditional employer expectations

Barriers to Innovative Pedagogy

In 2025, Worcester Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Resource constraints
- ❖ Time constraints
- ❖ Administrative hurdles

Continue telling your story

Reflection on Worcester Business School's Responsible Management Curriculum and Pedagogy

Over the last 12 months, Worcester Business School has made some progress in embedding responsible management education and the Sustainable Development Goals into additional modules. Examples of this are included above. However, in many cases the inclusion of this relates to individual tutor's values, which is reflected in the module content, rather than an integrated approach across the students' degree pathways. BMGT1224 and BMGT2224 are two exceptions to this as the example of practice above demonstrates. These modules have piloted a more integrated approach to building sustainability knowledge, skills and values for Level 4 and Level 5 students. It has received positive initial feedback. We recognise that further work is now needed to role this approach out across our undergraduate curricula.

In 2026-27, the undergraduate curricula will be reviewed and work undertaken to create a more cohesive progression of responsible management education throughout students' academic careers. Through this we aim to provide students with a pathway that builds on, and scaffolds, sustainability learning and responsible management education across the three years of their degree. We will reflect on our progress with this, along with the success and challenges encountered in our next SIP Report in 2027.



Research

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

How We Define Research

We generate impact through practical and theoretical research. Our researchers share a common interest in designing research that is academically rigorous and relevant to practice and the broader community. Our research achieves impactful outcomes for economic, social and environmental challenges and solving problems that are relevant to organisations, businesses and society.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Worcester Business School was awarded funding for research that is:



Local



National

Socializing Research

In 2025, Worcester Business School contributed research findings to:

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

Research Projects

In 2025, Worcester Business School reported 5 research projects that implemented responsible or sustainable activities.

Student Led Environmental Impact Consultancy: Kay Emblen-Perry, Principal Lecturer in Sustainable Management and WBS Sustainability Lead

Period Covering: September, 2022 - May, 2026

Department: Management

This research study explores the Student-Led Environmental Consultancy Programme, a project-based sustainability initiative led by Dr Kay Emblen-Perry and Worcester Business School's Business Development Team and designed around short-term student work experience placements. The Student-Led Environmental Consultancy Programme, which aims to create sustainable change within small and medium sized organisations and contribute to SDG12 (Responsible Consumption and Production), places students within organisations to undertake projects that establish current environmental practices and act on their environmental impacts to promote environmental stewardship and deliver sustainable change.

This study's findings demonstrate that Student-Led Environmental Consultancy Projects can provide an environmental benchmark for change, recommend actions that can reduce environmental impacts for the employing organisations and promote their environmental stewardship whilst developing students' knowledge and skills in sustainable business practices.

This Student-Led Environmental Consultancy Programme, offers a novel route to the reduction of environmental impacts and creation of sustainable change within businesses, the development of academic partnership projects with the business community and student work experience placements.



The ReBloom Applied Ethics Simulation: Widad Metadger, Lecturer in Finance and Business and Abdul Taroun, Senior Lecturer in Project & Operations Management

Period Covering: September, 2025 - July, 2026

Department: Finance

Dr Widad Metadger and Dr Abdul Taroun designed the ReBloom Applied Ethics Simulation for the 5th AlBaraka Summit. This interactive role-based learning tool places participants in stakeholder roles within a fictional blended-finance afforestation programme, requiring them to respond to incomplete

disclosure, poor tree survival, altered verification thresholds, carbon-credit integrity concerns, political pressure and community groundwater impacts. The simulation develops ethical decision-making in sustainable and Islamic finance by showing that formal green or Shariah compliance must be accompanied by credible environmental performance, independent verification, transparent reporting, meaningful community participation and remediation where harm occurs.



Promoting Social Justice within HRD: Lynn Nichol, Director of Researcher Development and Doctoral Education

Period Covering: February, 2026 - N/A

Department: Human Resource Management

Professor Lynn Nichol and Dr Catharine Ross from Worcester Business School along with three other long standing Critical Human Resource Development (CHRD) scholars; Professor Carole Elliott, University of St Andrews, Professor Sally Sambrook, Bangor University and Professor Jim Stewart, Liverpool John Moores University are undertaking research to chart the HRD Ecosystem and struggles associated with embedding social justice in practice, research and teaching. Using collaborative autoethnography voice is given to challenges that are rarely heard with the aim of informing and inspiring current and future HRD scholars to take action for social justice.



Service Improvements, Innovation and Implementation of NHS Clinical Strategy: Lynn Nichol, Director of Researcher Development and Doctoral Education and Helen Watts, Deputy Head of School

Period Covering: November, 2025 - July, 2026

Department: Human Resource Management

Professor Lynn Nichol and Dr Helen Watts from Worcester Business School with colleagues Dr Cate Rose and Jess Howdle from the University of Worcester Evaluation Hub have been working collaboratively on a year long project supporting a local NHS Trust. We have worked with Senior NHS Leaders on an alternative and bottom-up approach to the design and deliver of service improvements

and innovation and implementation of Clinical Strategy. We have adopted a critical friend approach, engaging with front line clinicians and providing an external perspective, 'sounding board', and constructive challenge on their developing ideas for service innovation in the NHS.



Understanding Access to Business Support Services by Ethnic Minority Businesses in Worcestershire: Laila Kasem, Senior Lecturer in Strategic Marketing and Muhibul Haq, Senior Lecturer in Enterprise & Entrepreneurship

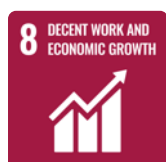
Period Covering: April, 2026 - December, 2026

Department: Entrepreneurship

Dr Laila Kasem and Dr Muhibul Haq, working in partnership with Worcestershire Growth Hub, Evesham Place Board and Wychavon District Council, started a project that focuses on understanding why many ethnic minority entrepreneurs struggle to access business support, funding opportunities and growth networks. By engaging directly with Evesham's Polish businesses and wider ethnic minority communities, the project seeks to identify the practical, cultural and systemic barriers that prevent entrepreneurial potential from being fully realised.

What differentiates this project is its focus on a small-town context. Research on ethnic minority and migrant entrepreneurship has traditionally concentrated on large metropolitan areas with substantial minority populations. As a result, smaller towns, where ethnic minority communities often represent a relatively small proportion of the population, have received far less attention from researchers and policymakers. Yet entrepreneurs in these locations frequently face distinct challenges, including smaller support networks, lower visibility and fewer culturally tailored services. Given the important contribution ethnic minority entrepreneurs make to local economic growth and job creation, this project addresses an important gap by placing entrepreneurs' voices at the centre of the research and generating evidence from a setting that has been largely overlooked.

The project has already begun to demonstrate impact through an engagement event in Evesham attended by more than 20 businesses, creating opportunities for networking, dialogue and knowledge exchange. Building on this momentum, a second event with a broader reach is planned to engage a wider range of ethnic minority-owned businesses. The insights generated will help shape more inclusive and accessible business support in smaller towns, ensuring that entrepreneurial potential is not constrained by geography, visibility or limited access to local support networks.



Research Awards

In 2025, Worcester Business School was awarded 4 research awards for responsibility- and/or sustainability-related research.



DBA - Do Investors Respond to Corporate Sustainability Communication? Evidence from an Event Study in the European Chemicals Industry (2020–2023)

Granter: University of Worcester

Grantee: Alexander Honeck



DBA - Exploring the Innovation Process for the Development of Plant-Based Protein Products Within Food Companies in Germany Through Narrative Inquiry.

Granter: University of Worcester

Grantee: Sonja Bruning-Mescher



DBA - Integrating Environmental, Social And Governance (ESG) Measures In Real Estate Development Projects: Context German Real Estate Sector.

Granter: University of Worcester

Grantee: Andre Wellmann



PhD - Understanding the Definition and Application of Ethicality in Socially Innovative Tech-Based Start-Ups

Granter: University of Worcester

Grantee: Gisela Anthony

Research Presentations Related to RME and/or Sustainability

In 2025, Worcester Business School gave 2 research presentations related to RME and/or sustainability.

E-learning for West Mercia Police 'Beyond the Beat: Climate Change and Environmental Challenges'

Authors: Kay Emblen-Perry

Date of publication: November, 2025

Presented at: Regional or local discipline-specific conference

Department: Management

West Mercia Police recognised that all police personnel (both those on the front line and those in civilian supporting roles) need to understand how climate change shapes West Mercia Police operations now and in the future, and acknowledged that help was required to develop an appropriate training course to facilitate this.

Dr Kay Emblen-Perry from Worcester Business School worked with Chris Speakman from West Mercia Police and Tracey Marlow-Jones from Indegu, a e-learning provider, to develop an appropriate e-learning package to provide the required training. The presentation reported here explores this e-learning package.



Bridging Organisational Mindsets: Management Capabilities for Collaborative Innovation in Germany's Plant-Based Protein Food Sector

Authors: Sonja Bruning-Mescher University of Worcester Business School | Vessela Warren University of Worcester Business School | Robin Bell University of Worcester Business School

Date of publication: October, 2025

Department: Management

Animal-based food protein production contributes significantly to global greenhouse gas emissions. A shift towards plant-based diets is widely recognised as beneficial for sustainability and health, leading to increased demand for plant-based protein food alternatives, with rapid growth and innovation in this sector. Germany, the largest European market for plant-based protein foods, provides the context for this study. This study recognises a lack of research into the innovation process from a management perspective, especially into how SMEs engage in and manage collaborative innovation to support sustainability and health goals. The findings of the study incorporated into this presentation offer actionable insights for managers in sustainability and health-driven food sectors.



Publications Related to RME and/or Sustainability

The Framing of Entrepreneurship Education in Policy and Guidance: Opportunities and Challenges in the UK

| [DOI](#)

Authors: Robin Bell, University of Worcester Business School | Heather Bell, Lycoming College

Date of publication: September, 2025

Department: Entrepreneurship

Abstract

The UK government, like many governments, has promoted entrepreneurship education (EE) to catalyse innovation, economic growth, and societal development through policy and guidance. However, it has been suggested that there is an incoherent picture as to what is meant by EE within policy and guidance, leading to calls to clarify exactly what EE policy and guidance is seeking to achieve. This research addresses these calls by reviewing the development of how EE in higher education has been framed within UK policy and guidance, and the opportunities and challenges that have come from this framing. The research demonstrates that whilst the UK has maintained a general emphasis and promotion of EE, policy and guidance have evolved from helping small business managers run their businesses to supporting start-ups and now supporting the creation of cultural, social, or economic value. This broadening of the framing of entrepreneurship education mainstreams its relevance to the masses but reduces its focus on start-ups, potentially misaligning with policymakers expected outcomes. Challenges and opportunities relating to the current UK policy and guidance are discussed, including the nebulous focus on skills, challenges in measuring cultural, social and economic value, a high degree of freedom for educators, funding challenges and limited identification of specific technologies. The paper posits that whilst the mainstreaming of EE is beneficial in reaching a larger audience, this paper contends that shifting the emphasis too far away from new venture creation may undermine the original goal of EE, confuse stakeholders, and increase blurring with business education.



Understanding the Ageing Customer and Designing Services for Ageing in Place

| [DOI](#)

Authors: Richard Nicholls | Vessela Warren

Date of publication: September, 2025

Department: Management

Abstract: Many developed countries are experiencing a marked rise in the ageing population, with a growing proportion of adults entering older age groups. Whilst the literature has focused on the design, management, and quality of services within senior living facilities, less attention has been paid to services for ageing in one's home and community. This article seeks to add understanding of the needs of older customers and how services and service processes can be designed to support their independent living and ageing in place. These services can enable older customers who feel challenged by daily tasks to continue to live in the community as opposed to in senior facilities. However, the literature on the designing of services has failed to keep pace with the growing trend of older customers and there is currently a deficiency of literature focusing on services designed for ageing in place. Therefore, this article addresses this lacuna through a thematic review of the literature in the field of service design, gerontology, and hospitality. The article reconceptualises hospitality in both hospitality and non-hospitality services and offers a theoretical and practical perspective into service design through the hospitality and human-design lens to enable older customers to age in place.



Raise or Stick? Should I Penalise Cheaters or Ignore Cheating?

Authors: Kay Emblen-Perry, University of Worcester Business School

Date of publication: October, 2025

Department: Management

Abstract: Academic honesty is fundamental to effective education and learning within degree programmes and to students' future workplace success. However, academic dishonesty, or 'cheating' is growing in scale and scope with more means and forms of cheating being identified by educators. This is only partly due to the emergence of Generative Artificial Intelligence. Educators' attitudes toward cheating and the impacts it has on them personally and professionally appear to be influencing their response to suspected cheating. In turn this may be contributing to changing attitudes of students towards cheating. Educators must decide whether to focus on academic enforcement or avoidance. Enforcement requires acting on suspected cheating to formally raise work for an academic

dishonesty review which results in additional work and potential stress and harassment, whilst avoidance allows the educator to stick to an informal 'see no evil' response which addresses the cheating by manipulating marking to fail the work, marking the work as if there is no issue, or not reviewing papers for academic dishonesty. This choice leads to an inconsistent response which can encourage students to play Assignment Russian Roulette by evaluating the risk-reward of cheating and create a difficult raise or stick decision for educators. Choosing 'raise' may open an academic Pandora's Box that can affect workload and wellbeing; choosing 'stick' is self-protective but may encourage academic dishonesty and limit learning.



The Framing of Entrepreneurship Education in Policy and Guidance: Opportunities and Challenges in the UK

| [DOI](#)

Authors: Naveed Yasin Abu Dhabi School of Management | Muhibul Haq University of Worcester Business School | Khaid Hafeez Balochistan University of Information Technology, Engineering and Management Sciences | Nadir Zahoor Queen Mary University of London

Date of publication: October, 2025

Department: Entrepreneurship

Abstract: This cross-national comparative study explores the ethnic resources of one migrant community across two different national contexts (the United Kingdom and the United Arab Emirates) by comparatively analyzing the sources of financial capital for business start-ups in the precious metals industries that are spatially clustered in immigrant enclaves of Manchester and Dubai. The qualitative data was obtained through semi-structured in-person interviews with 50 first-generation immigrant entrepreneurs from August 2022 to July 2023. The data was analyzed using a comparative lens using Template Analysis (T.A.) across both sample groups. The findings illustrate the extensive use of ethnic resources (social capital) in acquiring and mobilizing financial resources across both sample groups. However, the analysis revealed prolific intra-ethnic variation between Khandani (those from an honored lineage of a business track) and non-Khandani entrepreneurs. Khandani entrepreneurs rapidly accumulate the necessary finances through their credibility within the local, regional, and home-country contexts for their business start-ups in this industry. These privileged entrepreneurs gain preferential access to large scale funding through Rotating Credit Associations (RTAs), also known as 'Kametees.' In comparison, non-khandani entrepreneurs cannot start businesses sooner due to limited access to modest financial capital borrowing from co-ethnic migrants and reduced borrowing capacity among non-business groups.



Constrained Agricultural Entrepreneurship: Evidence from the Highland Himalayan Context

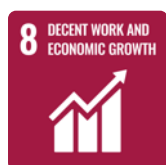
| [DOI](#)

Authors: Ghulam Raza Centre for Entrepreneurship and Innovation Management, University of Berlin |
Jan Kratzer Centre for Entrepreneurship and Innovation Management, University of Berlin |
Muhibul Haq University of Worcester Business School

Date of publication: September, 2026

Department: Entrepreneurship

Abstract: This study explores the multifaceted constraints that hinder smallholder farmers from engaging in agricultural entrepreneurship in the highland Himalayan region of Pakistan. Using a qualitative methodology based on 30 semi-structured key informant interviews with farmers' representatives, agricultural experts and development experts, the study applies thematic analysis facilitated by the ATLAS.ti software and guided by the Gioia approach. The findings reveal eight distinct categories of constraints: sociocultural norms, human capital limitations, financial exclusion, geographic and infrastructural barriers, environmental risks, institutional gaps, political marginalization and conflict exposure, and market and value chain exclusion. These categories are analytically synthesized into three aggregate theoretical dimensions: sociocultural economic constraints, spatial-ecological constraints and macro-structural constraints. This study contributes to the emerging literature on constrained agricultural and rural entrepreneurship, particularly concerning marginalized rural communities. Moreover, it provides context-specific empirical evidence, especially focusing on the scarcely explored remote Himalayan region. The study offers theoretical and practical implications for various stakeholders in fostering agricultural entrepreneurship, thus improving the livelihoods of marginalized Himalayan rural communities.



Reaction and Engagement. An Ethnographic Study of Student Participation in Entrepreneurship Classrooms in Oman

| [DOI](#)

Authors: Buthaina Al Kharusi Business School, University of Stirling | Robin Bell University of Worcester Business School

Date of publication: December, 2025

Department: Entrepreneurship

Abstract: Oman has introduced mandatory entrepreneurship education (EE) alongside educational reforms aimed at introducing more progressive pedagogy within higher education, seeking to develop students' practical skills and competencies. However, the implementation of both entrepreneurship and progressive education has been identified as facing challenges in the classroom, leading to calls for research to examine and assess teaching and learning within the Omani EE classroom. This study aims to understand and analyze how students engage and react to different EE pedagogies. By combining ethnographic data collection with follow-up interviews, this research captures nuanced classroom interactions and student reactions to different pedagogic activities, offering a micro-level perspective on engagement that remains underexplored in existing research. The study was conducted at a public University in Oman, through the observation of 53 students divided into two online classes, which lasted for 10 weeks. The observation was supplemented with 11 interviews conducted with students in both classes at the end of the semester. The research found that lectures were useful in supporting limited active participation, case studies were helpful in engaging and immersing students, presentations supported the development of student's self-belief and students reacted adversely to completing business plans. These findings highlight that in the context of Oman, lectures can offer a valuable way of starting to engage with entrepreneurship and the transition to more progressive pedagogy needs to be more gradual. The negative reaction to business plans might suggest a need to offer more preparation and development of entrepreneurial skills before their introduction.



Applying the Grounded Delphi Method to Identify Consensus. Finding Consensus within Sustainability Managers Regarding the Corporate Sustainable Transformation Process

| [DOI](#)

Authors: Robin Bell University of Worcester Business School | Liza Kirchberg University of Worcester Business School

Date of publication: January, 2026

Department: Management

Abstract: The Grounded Delphi Method is an effective research design for building expert consensus and developing new theoretical insights in situations where knowledge is emergent or fractured. The method is particularly useful when the research seeks to explore complex, ill-defined issues through

the structured views, opinions, and perspectives of experts. Unlike traditional Delphi studies, which often focus on forecasting or prioritization, the Grounded Delphi Study integrates principles of Grounded Theory, specifically qualitative coding techniques such as open, axial, and selective coding into the Delphi process. This enables the generation of thematic categories from qualitative data in the first round, which are then refined and validated in subsequent rounds to achieve consensus. This case study details how the Grounded Delphi Method was utilized to build consensus as to sustainability managers' understanding of the corporate sustainable transformation process and their responsibilities and barriers in this process. To achieve this, qualitative data was collected through online questionnaires during two rounds of data collection. Through the discussion of the application of the Grounded Delphi Method, this case details the method's strengths, including its ability to build consensus by fostering deep understanding through iterative engagement; to maintain participant anonymity to reduce bias; and to encourage reflective feedback. However, the method also presents challenges, including combining the subjectivity of qualitative interpretation with the objectivity required to measure consensus. Researchers must also carefully manage sampling, design of data collection rounds, participant retention between rounds, and data analysis to maintain methodological rigor.



Systematic Review of Business Strategies for Climate-Induced Migration Adaptation Through ESG in Sub-Saharan Africa

Authors: Cedric Nkiko University of Worcester Business School

Date of publication: January, 2026

Department: International Business

Abstract: Climate change has displaced millions across Sub-Saharan Africa (SSA), deepening livelihood precarity and limiting prospects for return or resettlement. Yet the intersection of climate-induced migration and business sustainability strategies remains underexamined in both scholarship and practice. This systematic review investigates how Environmental, Social, and Governance (ESG) strategies, typically applied for compliance and value creation, can be leveraged to enhance resilience and indirectly mitigate migration pressures. Drawing on evidence from the agriculture, energy, and service sectors, the review finds that while ESG interventions often support risk management and community stability, they seldom engage explicitly with migration dynamics. The paper highlights both the promise and limitations of current ESG practices and calls for more intentional integration of migration-sensitive approaches into business sustainability planning. It concludes by proposing the Sustainable ESG–Migration Integration Framework (SEMIF), a five-stage model to guide ESG–migration alignment and strengthen private sector contributions to adaptation and resilience.



Take A Break: A Typology Of Immigrant Enterprise Growth Strategies In Non-Traditional Entrepreneurship Settings

| [DOI](#)

Authors: Naveed Yasin Abu Dhabi School of Management | Khalif Hafeez Balochistan University of Information Technology, Engineering and Management Sciences | Muhibul Haq University of Worcester Business School | Farooq Haq Department of Management, Canadian University Dubai | Nadia Zahoor Queen Mary University | Samar Billi Noaman Department of Management, Canadian University Dubai

Date of publication: April, 2026

Department: Entrepreneurship

Abstract:

Purpose This study aims to examine how Asian immigrant entrepreneurs in the United Arab Emirates (UAE) pursue enterprise growth in a non-traditional, migrant-majority Gulf economy. By integrating the mixed embeddedness perspective with forms of capital and risk orientation, the authors develop a typology of growth strategies that extends the dominant breakout–breakthrough continuum.

Design/methodology/approach: This study is based on 66 semi-structured interviews among first-generation Asian immigrant entrepreneurs from China, India, Pakistan, Bangladesh, Afghanistan, Iran, Turkey and a group of transnational Asians. Using Template Analysis, we explored how variations in human, social and financial capital interact with risk orientation to shape growth choices.

Findings: Four distinct strategies emerged, differentiated by capital configurations, risk propensities and market focus. Breaking Back and Breaking Through, prevalent among South and East Asian entrepreneurs, relied on strong co-ethnic social capital but modest financial and human capital and were concentrated in enclave and low-value-added sectors. Breaking Beyond, typical of transnational Asians from developed economies and Breaking Out, common among Iranian, Turkish and Afghan entrepreneurs, involved greater financial investment and higher risk-taking to serve mainstream and high-value markets.

Originality/value: The study advances immigrant entrepreneurship research by offering a capital–risk typology that extends mixed embeddedness in a Gulf context. It shows that, unlike Western settings, where enclaves often signal marginalisation, Dubai’s multicultural, policy-driven environment enables diverse strategic pathways. The findings sharpen the theory of mixed embeddedness and provide policymakers with guidance on how institutional conditions and visa regimes can foster the growth of immigrant enterprises.



Market Orientation and Servitization in Family-Owned Horticultural Enterprises

| [DOI](#)

Authors: Christian Engelke University of Worcester Business School | Robin Bell University of Worcester Business School | Muhibul Haq University of Worcester Business School

Date of publication: March, 2026

Department: Management

Abstract: This research examines how the dimensions of market orientation and servitization influence business performance in German family-owned horticultural SMEs. The research finds that customer orientation and interfunctional coordination positively impact performance, whereas competitor orientation has a negative effect. Although servitization is shown to enhance performance directly, its moderating role in the relationship between market orientation dimensions and business performance is limited and, in one case, detrimental, highlighting a servitization paradox. These findings challenge assumptions about universal benefits of market orientation, underscoring the unique dynamics of family businesses. This study offers strategic insights for enhancing performance and longevity in a sector facing structural changes and contributes to the literature on market orientation and servitization in underexplored family business contexts



Sustainability Practices by the Banking Sector to Support Small Organizations Toward SDG 9.

| [DOI](#)

Authors: Walter Leal Filho Department of Natural Sciences, Manchester Metropolitan University | Tony Wall Liverpool John Moores University | Kay Emblen-Perry University of Worcester Business School | Tiago F.A.C. Sigahi Department of Production Engineering, Polytechnic School, University of São Paulo, Brazil | Izabela Simon Rampasso School of Applied Sciences, University of Campinas Limeira, Brazil | Rosley Anholon School of Mechanical Engineering, University of Campinas, Campinas, Brazil

Date of publication: March, 2026

Department: Finance

Abstract: The banking sector plays a critical role in fostering sustainability by directing capital toward environmentally and socially responsible projects. Yet, there is a perceived need for studies that shed some light on their activities in this field. This Communication sheds some light on the contribution of the banking sector to support the development of small organizations toward SDG 9.



Behavioural Sustainability as the Missing Link in Circular Economy Transitions

| [DOI](#)

Authors: Cedric Nkiko University of Worcester Business School

Date of publication: March, 2026

Department: Economics

This study examines behavioural sustainability as the foundational mechanism linking individual, organisational, and societal change in circular economy transitions. While circularity is often approached through technology, policy, and business model redesign, the behavioural conditions that enable or constrain adoption and persistence remain underdeveloped. Using PRISMA-guided systematic review methods, the study synthesises peer-reviewed evidence to identify behavioural barriers, enablers, and intervention strategies across consumer, organisational, and governance contexts. Building on the domain-by-level synthesis, the review maps sector-specific behavioural constraints and leverage points and interprets them through a linear–recycling–circular transition lens. Findings show that circular initiatives frequently consolidate at recycling stages because intention–action gaps, friction costs, limited perceived control, and weak social legitimacy continue to favour linear defaults, while organisational capability constraints and misaligned incentives hinder transformation. The paper advances the



Corporate Sustainable Transformation as Understood and Enacted by Sustainability Managers: Insights from Germany's Financial Industry

| [DOI](#)

Authors: Liza Kirchberg University of Worcester Business School | Robin Bell University of Worcester Business School | Jane Keenan University of Worcester Business School

Date of publication: August, 2026

Department: Management

Abstract:

Purpose Sustainability managers have been highlighted as having a critical role in achieving corporate sustainable transformation, but there is limited insight about their understanding and responsibilities of this process. This study addresses this lacuna by exploring sustainability managers' understanding of corporate sustainable transformation and their roles in the sustainable transformation process in the German financial industry.

Design/methodology/approach Data were gathered from a panel of 28 experienced sustainability managers working for German financial institutions engaged in corporate sustainable transformation. A qualitative Grounded Delphi Method was used to reach a consensus on how sustainability managers understand corporate sustainable transformation and their responsibilities in the transformation process.

Findings The findings reveal that sustainability managers understand corporate sustainable transformation as a strategic, holistic process that fundamentally reconfigures the entire corporate entity, which is distinct from narrower notions of sustainability change or development. The research found that sustainability managers' responsibilities during the transformation process were both strategic and operational. They involved developing and implementing sustainability strategies, communicating and coordinating collaboration with internal stakeholders to promote a sustainable corporate culture, and to support knowledge transfer within the company. This required engaging in cross-functional exchange and reporting to management, monitoring and reporting on sustainability performance, and steering the company to meet regulatory requirements and sustainability goals whilst balancing long-term profitability and competitiveness.

Originality This research contributes to the literature by providing a deeper understanding as to sustainability managers' perspectives and responsibilities in practice under real-world constraints, within the financial industry which has been identified as a driver for corporate sustainability. This address responds to calls for further research to explore the important yet under researched role of sustainability managers. By capturing their lived experiences, the study offers a practitioner-centred perspective on how sustainable transformation is interpreted, operationalised, and enacted in practice. In doing so, it advances a new analytical framing of the sustainability manager's role and enriches ongoing theoretical and empirical debates on the mechanisms of organisational change toward sustainability



Extending the About–For–Through Tradition for AI-Enabled Entrepreneurship Education: The AI-Enabled Entrepreneurial Learning Progression Framework

| [DOI](#)

Authors: Heather Bell Lycoming College, Williamsport, USA | Robin Bell University of Worcester Business School

Date of publication: May, 2026

Department: Entrepreneurship

Abstract: Artificial intelligence (AI) is increasingly embedded within entrepreneurial practice, reshaping opportunity recognition, innovation processes, and venture-level decision-making. This transformation creates a clear need for entrepreneurship education (EE) to adopt theoretically coherent and developmentally structured approaches to AI integration. Although scholarship recognises the growing importance of AI-related knowledge, applied integration, and responsible judgement, integrative frameworks explaining how these capabilities can be progressively cultivated within EE remain limited. This paper addresses that gap by developing the AI-Enabled Entrepreneurial Learning Progression Framework. Building on the established about-for-through tradition, the framework reconceptualises AI integration as a staged capability-development process rather than a discrete curricular addition. It articulates how AI capability can be systematically developed from conceptual literacy and analytical understanding to applied integration and evaluative judgement, and ultimately to entrepreneurial capability, identity formation, and responsible agency within AI-enabled venture contexts. By aligning learning purpose, learning development, pedagogical orientation, AI positioning, curriculum focus, teaching activities, and assessment across stages, the framework advances a theory-building account. It explains how AI reshapes the developmental logic of EE. It provides a structured foundation for curriculum design and assessment alignment and establishes a platform for future empirical research on AI-enabled entrepreneurial capability formation.



Research Voices

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

Embedding Sustainability Within the Applied Research Ethos of the DBA Programme: Robin Bell, Professor of Entrepreneurship

The Doctor of Business Administration (DBA) programme has introduced new teaching resources to strengthen the connection between applied business and management research and sustainability. The initiative was funded and supported as a Green Impact Project and has focused on helping doctoral researchers consider how their research can contribute to the United Nations Sustainable Development Goals (SDGs).

A three-part video mini-series was developed and embedded within the programme. The first session introduces the rationale for linking business and management research to the SDGs and explores the potential benefits of doing so. The second examines how business research can be connected to individual SDGs, including those most commonly associated with business and management research. The final session provides a practical framework for making these connections, setting out five steps that researchers can use to align their work with relevant SDGs and maximise the strength and clarity of this linkage.

The initiative has encouraged DBA students to consider sustainability more explicitly when developing the practical implications of their research. In particular, it supports students in moving beyond identifying the organisational or managerial contribution of their work to considering its wider environmental, social and sustainable development implications. This has helped embed sustainability within the applied research ethos of the DBA programme and provides students with a practical mechanism for demonstrating how their research can contribute to broader sustainable development priorities.

Research Barriers

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

- ❖ Collaboration challenges
- ❖ Funding challenges
- ❖ Institutional policies and bureaucracy

Continue telling your story

Reflection on Worcester Business School's Research

Whilst the overall number of Worcester Business School publications reduced in academic year 2025-26, the proportion that contribute to sustainable development and/or responsible management education and practice has increased. The papers reported above also highlight a widening of our global impact from Business School led research, with many papers demonstrating transnational partnerships and research with an international focus.

We recognise that we need to promote further research opportunities and facilitate the time and space for Worcester Business School researchers to undertake them. Consequently, we have begun to implement practical steps that aim to deliver this such as reinstating regular Writing Retreats. In

addition, we are revitalising Research Groups to encourage the development of research networks, promote research collaborations, and instigate researcher support. We will reflect on the success of this, and challenges faced in our next SIP in 2027.



Partner

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

How We Define Partner

Worcester Business School engages with stakeholders from business, government civil society and academia within our formal and informal internal and external networks to advance responsible management education and ethical and sustainable business practices.

Institutional Partnerships

- ❖ Times Higher Education (THE)
- ❖ Sulitest
- ❖ Local institutions and associations

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 5 key partnerships at Worcester Business School.

Worcester Business School: Partnering Activities

Worcester Business School engages a range of people from business, government, civil society, and academia to advance responsible and accountable management education and practice. Our partnering activities with local for-profit and not-for-profit organisations, local, regional and national governmental and blue light bodies generally start from a need for problem solving and evolve into activities that inform, promote dialogue and act to make change. By combining these both within and across partnering interventions we recognise that we have delivered a greater impact and engaged our partners in changing from within. Examples of our partnering practices include,

Chartered Association of Business Schools

Worcester Business School is a member of the Chartered Association of Business Schools (CABS). Through our membership we work with key stakeholders and develop capability and capacity to develop and promote responsible management education and practice. We formally and informally share experiences of responsible management education and practice to build knowledge and understanding via conferences, discussion groups and local networks. Worcester Business School staff and students also participate in CABS conferences to share knowledge and learning.

European Foundation for Management Development

As a member of the European Foundation for Management Development (EFMD), Worcester Business School participates in the sharing of information, good practice, etc through networking and research.

Network of International Business Schools

As a member of the Network of International Business Schools, Worcester Business School shares learning and responsible management education and practice to prepare our students and our partners' students to succeed in their future careers.

Chartered Management Institute

Through our work with the Chartered Management Institute, we build our students' capabilities in leadership and management. This is demonstrated by the membership awards received.

In addition to these institutional partnerships, faculty members of Worcester Business School have established partnerships with local for-profit and not-for profit organisations, Further Education Colleges, schools and business organisations. Examples of our partnership initiatives are included here and also in Share.

ARC: Aspire, Reward, Connect

The ARC Programme is a unique partnership scheme between Worcester Business School and the local business community. It aims to develop students' aspirations and achievements by offering incentives on modules and degree programmes, including cash prizes and chances for additional learning such as work experience placements and mentoring/shadowing opportunities. These incentives are provided by our ARC partners.

By connecting our students with local organisations (our ARC Partners), they become well connected with industry and real organisations, whilst developing pride, confidence, professionalism and employability skills.

The [ARC Programme](#) adds value and opportunity to our students and local organisations and enables Worcester Business School to have real impact in the local business community. Details of the 2026 ARC Programme and prize winners were shared in a [press release](#).

The BOSS Programme

Details of the [BOSS Programme](#) which is a partnership between Worcester Business School and Milford Research and Consultancy Limited are included in Celebrating Values.

British Computer Society

STEM Club at Cranham Primary School, Warndon, Worcester

Worcester Business School in conjunction with the British Computing Society (BCS) ran a series of after school STEM clubs for Key Stage 3 pupils at Cranham Primary School, Warndon during the 2025-26 summer term. The weekly STEM club explored concepts in problem-solving, programming, computational thinking and logic with a group of 10 pupils using STEM boardgames and puzzles, as well as programmable robotic Lego kits.

The STEM club provided the pupils with an engaging introduction to STEM principles through practical, hands-on activities. These activities help to develop teamworking and communication as well as the pupils' curiosity, confidence and resilience to tackle challenges and not the get a perfect

answer first time. The STEM club has also helped to raise the aspirations among pupils who attended by providing access to enrichment opportunities they may not have otherwise experienced, due to the significant deprivation in the area.

Looking forward, Worcester Business School and BCS are committed to continuing to run the STEM club in Cranham Primary school. We are actively recruiting volunteers and looking for funding sources to provide paid opportunities to University of Worcester students to expand the scheme and run STEM clubs in other primary schools in the Worcester region.

Summer STEM Club at The Hive, Worcester

In addition to the STEM Club at Cranham Primary School, Worcester Business School and BCS ran a series of STEM clubs as a community outreach initiative in the Hive (the first fully integrated public and university library in Europe) over the school summer holidays in 2026. Attendees explored STEM concepts through engaging hands-on activities using boardgames, puzzles and programmable Lego kits. The STEM club was well attended by children between the ages of 3 and 10 years old.

For many of the children attending the STEM club, this was their first time exploring concepts of logic, programming and computational thinking. By raising awareness of these concepts, we seek to broaden the number of young people who consider continuing learning STEM concepts throughout their education and encourage these young people to consider careers in this broad, fast developing industry.

Worcester Business School, BCS and the Hive are actively working to provide more STEM club sessions throughout the upcoming school year, providing activities for children during the school holidays. We are actively recruiting volunteers and looking for funding sources to provide paid opportunities to University of Worcester students to expand the scheme and run STEM clubs in other primary schools in the Worcester region.

Heart of Worcestershire College

In April 2026 a university 'Taster Session' for level 2 technical diploma and level 3 national extended diploma business students studying at Heart of Worcestershire College was run by Dr Pamela Murray from Worcester Business School.

The session was designed to surface students' perceptions of their people-oriented ('soft') skills and technical business ("hard") skills, offering opportunities to 'look at them' discerningly. Using a physical continuum format on the floor, students lined themselves along it to show where they felt their skill sets were most suited. It appeared that more students estimated their capability lay with a technically oriented application of knowledge and competency.

From this combined perspective, a series of 5-minute micro team-work challenges were undertaken by the students in the people-oriented skills of Self Awareness, Personal Development, Interpersonal Relations, Group Dynamics and Team Development to promote their explicit recognition and accessibility for ongoing development.

Teamwork was targeted as the focus of the activities to build and maintain authentic and healthy work relationships, establish positive practices, and redress realities which detracted from wellbeing in the workplace. The students' participation included communicating the instructions, interpreting what individuals were to contribute and getting on with the task at hand. Reflections on the experiences were shared, including what they did well, how, and why. This was audited using Buckingham & Clifton's Strength Framework and shared with students to help in taking stock of their qualities and skills underpinning the quality of their working interactions, processes and outcomes.

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Worcester Business School support sustainability and responsible management education.

Discover Your Strengths Event

Dr Pamela Murray, Worcester Business School's Senior Lecturer in Leadership and Organisational Behaviour, designed and delivered the 'Discover your Strengths' workshop for full-time 16–18-year-old college students bridging further education and higher education and/or those undertaking vocational diplomas and technical study programmes.

Pre-workshop conversations with the partnering college saw discussions on institutional educational synergies across their sixth form and post-16 education provision, and our higher education tenets in generating and advancing knowledge via quality teaching and professional preparation and training. Mutually shared and compatible intents underpinned the workshop collaboration via the combined wish to support personal and civic development of benefit to society and the economy. Together we established a working relationship to augment educational practice and affirm participant confidence by bringing to the fore 'stand-out strengths', showcasing both innate qualities and applied skills. For the workshop focus we outlined fundamental enablers of both personal and professional workplace readiness, crafting an experience to reinforce a secure sense of identity. In administering Elias Porter's Strength Deployment Inventory [SDI ©] we reviewed what made for effective goal attainment and personal fulfilment. Esteemed values associated with their related behavioural clusters were portrayed by participants to reveal what informed (their) predominant motivations. The SDI © made for a tangible representation of value-centric ways of doing things, helping to connect surface behaviours with their plausible drivers, and the would-be impact on all concerned. Differences between natural aptitudes and acquired skills were recognised giving rise to discussions on how to make the best of abilities whilst being mindful to ongoing development opportunities. The core strengths brought to life in the experiential learning challenges were reflected on. Appreciation for individuals' values in action was expressed along with exploring implications for building relationships, navigating interpersonal difficulties and contributing towards purposeful teamwork. Participants commented on their increased self-awareness and self-regulation on completing the workshop, acknowledging what they do well with some implications for what could be next for them.

Testimonials from ARC and BOSS Partners

Testimonials from ARC and BOSS Partners demonstrating the impact of the Worcester Business School ARC Programme and BOSS Competition are included in the next section, Continue telling your story. These LinkedIn Posts capture photos from were the ARC Awards Ceremony and BOSS Final in June 2026. The Press Releases giving more details of these events are included in Share.

Continue telling your story

ARC Awards Ceremony LinkedIn Post Worcester Ambassadors

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

ARC Awards Ceremony LinkedInPost Julia Williams

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

BOSS Partners LinkedIn Post

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

Winning student's recognition

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

Reflection on Worcester Business School's Partnerships

Currently the partnership activities undertaken by Worcester Business School centre around the promotion of responsible management education and ethical and sustainable business practices within and between our learning communities, for-profit and not-for-profit business, civil society and academia. Examples of our activities are described above.

Through our partnership activities with academia, which are both single events and longer-term projects, we aim to develop learners' knowledge, skills and personal efficacy, whether they are Worcester Business School students, students from local schools and colleges or through community outreach programmes. Within our research and practice partnership projects we aim to advance responsible and accountable management practices that can change business from within.

Although the examples of partnership practice presented establish our engagement with events and projects, we recognise that we can develop further partnerships and collate further evidence of impact from existing projects to demonstrate the significance of our work and the changes we are making to advance responsible management education and ethical and sustainable business practices. We will include this in our SIP Report in 2027.



Practice

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

How We Define Practice

Worcester Business School promote responsible management education and embed responsibility, sustainability and ethics in all that we do. We reflect this in our Business School logo which contains our commitment to 'Promoting Ethical and Sustainable Business'.

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water

Policy Documents Related to RME and/or Sustainability

Responsible and Accountable Management
Principles

View document  Download document 

Delivering Worcester Business School's
Commitment to Responsible Management
Education Practices

View document  Download document 

Continue telling your story

Reflection on Worcester Business School's Responsible Management Principles Within and Beyond the Curriculum

Whilst we have established our own Worcester Business School Sustainability Strategy, which is included in Getting Started, this does not replace our contribution to, and compliance with the institutional policies and practices established by the central functions of the University of Worcester such as campus operations, faculty hiring, climate action plans and responsible procurement. In fact, the expertise of Business School faculty members and students enables us to contribute to the creation and implementation of these institutional policies and practices and support the governance committees and working groups established to promote responsible management practices. For example, in academic year 2025-26 Worcester Business School's Sustainability Lead was a member of the University's Sustainable Procurement Committee and Sustainability Impact Working Group; two Business School students were members of the Sustainable Procurement Committee.

Whilst the Business School operates within these institutional policies and practices we recognise that this does not prevent us from having a clear focus on the PRME Principles, the Sustainable Development Goals, responsible management education and accountable and ethical business practices. As we have demonstrated in this, our fourth SIP Report, we have continued to progress our practices within and beyond the curriculum to foster responsible management education and promote sustainable and ethical practices with the Business School and throughout our of network partners which has enabled us to change business from within.



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

Worcester Business School uses internal and external media, research forums, events, etc to share activities and behaviours that drive our Responsible Management Education and promotion of ethical and sustainable business. We disseminate successes and development opportunities to demonstrate the realisation of our values and purpose and to share our learning.

Engagement Opportunities

Worcester 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
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Worcester Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks

Sharing Voices

The following statements from stakeholders at Worcester Business School demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

Worcester Business School: Examples of Press Releases Related to Responsible Management Education

The examples of our press releases presented here can be accessed from the links below. They demonstrate our continued commitment to sharing our successes, collective learning, values and purpose with internal and external stakeholders and wider communities:

[Business Students Take on Challenge to Raise Funds for Hospice](#) (Thursday 23 October 2025)

[Event Gets Computing Students Thinking Like Hackers](#) (Thursday 6 November 2025)

[Worcester Business School - Autumn 2025 Budget Update for the West Midlands](#) (Thursday 27 November 2025)

[Entrepreneur Launches Sustainability App to Help Universities Go Green](#) (Tuesday 2 December 2025)

[AI embedded in all undergraduate business courses at Worcester from September 2026](#) (Tuesday 20 January 2026)

[Business School's Recognition for its Support of Small Businesses and Entrepreneurship](#) 27 January 2026

[University of Worcester Secures Early Approval for Seventh Help to Grow Management Cohort](#) (Monday 2 February 2026)

[New University of Worcester Network Helps Local Firms Tap into Student Talent](#) (Friday February 2026)

[Inspiring Women Take the Stage at Worcester Business School](#) (Friday 27 February 2026)

[Sustainability Book Series Idea Earns Worcester Students a Big Cash Boost](#) (Monday 30 March 2026)

[Top Business Students Honoured at University's Arc Awards](#) (Thursday 4 June 2026)

[Students Gain Additional Data Analytics Skills with Bootcamp](#) (Friday 19 June 2026)

[New University Initiative to Support Evesham Entrepreneurs](#) (Tuesday 30 June 2026)

[Student-led Consultancy Helping Local Businesses with Sustainability Goals](#) (Wednesday 9 September 2026)

Sharing our RME Expertise Beyond Worcester Business School: Rebecca Jarrett, Senior Lecturer (Teaching)

As a Visiting Lecturer at Cranfield University, Dr Rebecca Jarrett delivered a day's interactive learning on Inclusive Leadership to Level 7 Degree Apprentices studying on an MSc Sustainability programme. The session aligned with apprenticeship Knowledge, Skills and Behaviours (KSBs) relating to ethical leadership, corporate social responsibility, sustainability, integrity, diversity, and personal effectiveness. Through reflection on personal experiences, privilege, and allyship, students examined

the psychological foundations of inclusive leadership, evaluated inclusion and diversity initiatives within major organisations, and developed their own case for inclusive leadership based on the SDGs, legal obligations, business benefits, and personal values.

The session enabled experienced managers working in sustainability roles to critically reflect on how inclusive leadership can drive ethical, responsible, and sustainable organisational practice. By connecting inclusion to both business performance and social impact, students strengthened their ability to lead CSR agendas, address sustainability challenges, and foster workplaces that respect diversity, equality, and individual rights. This aligns strongly with PRME Principle 1 (Purpose) by developing responsible leaders capable of creating sustainable value, Principle 2 (Values) through the promotion of inclusion, equity and respect, and Principle 3 (Teach) through reflective and experiential learning that encourages students to examine their own leadership behaviours and assumptions. Students identified three practical actions they could implement within their own organisations to create more inclusive working environments, translating learning into workplace impact. As managers with responsibility for sustainability and organisational change, they are well positioned to embed inclusive leadership practices, champion allyship, and advance organisational contributions to the SDGs. The session also supports PRME Principle 5 (Partnership) by recognising the role of stakeholders in creating inclusive cultures and Principle 7 (Share) by encouraging critical discussion and shared learning around diversity, leadership, and sustainable development.

Sharing our Sustainability Expertise – Steps to Net Zero Training for SMEs: Dr Kay Emblen-Perry, Principal Lecturer in Sustainable Management and WBS Sustainability Lead

In 2025 Dr Kay Emblen-Perry hosted a whole day training course for local SMEs on behalf of the Herefordshire and Worcestershire Chamber of Commerce. This was titled 'Steps to Net Zero'. Within the course, participants were introduced to the challenges of climate change within business, community and personal settings.

The initial part of the course encouraged participants to recognise their current organisational contribution to climate change and the carbon and financial costs involved. It also gave them an understanding of increasing stakeholder expectations for businesses to be accountable for negative environmental impacts and develop the responsibility for environmental stewardship.

The afternoon sessions built on this and explored opportunities to reduce their contribution to climate change and adopt strategies that would support future regulatory requirements and develop a voluntary approach to environmental stewardship that could support internal and external change and its communication.

Communication Barriers

Worcester Business School faces the following barriers in transparent communications:



**Audience
reach**



Media visibility

Continue telling your story

Reflection on Worcester Business School's Sharing of Successes and Opportunities for Improvement

Throughout the academic year 2025-26 Worcester Business School faculty, staff and students have taken a more proactive approach to sharing our successes within responsible management education and our work to promote sustainable and ethical business practices. We have focused this through our social media channels, the University's communication routes, and traditional press releases in local news media. Examples of these have been presented throughout the report.

Whilst we recognise we have made progress in sharing our news and extended our public profile as a sustainable and ethical business school, we acknowledge that there is more we can do to share our learning, encourage others to share their learning with us, expand our reach, and develop a greater presence to build our social relevance. These opportunities are embedded within Worcester Business School's objectives for 2026-27 and our progress in them will be reported in our next SIP Report in 2027.

SIGNATORY

Worcester Business School



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