

2025 Sharing Information on Progress (SIP) Report

Sheffield Business School

September 2025

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

Mission

Sheffield Business School's Mission is to lead transformative change for our students, businesses and society through:

- Empowering Future Leaders: Our learning experiences inspire students to thrive and succeed as responsible leaders, visionary entrepreneurs, and global citizens.
- Being a Catalyst for Collaboration: We connect businesses with students and society to work together to find enterprising solutions to global problems.
- Driving Societal Change: Through research, innovation, knowledge exchange and enterprise we make a positive societal impact and aim to create a better world.

Vision

Sheffield Business School's Vision is to be a leading applied business school making a positive impact on society.

Sheffield Business School is part of Sheffield Hallam University, a Civic University driven by its mission to [Transform Lives](#). At Sheffield Hallam, we have a diverse student body, with just over 70% of our undergraduate students falling into one or more of the Office for Students' underrepresented groups. We have recently been [ranked 5th in the world for championing equality and inclusion](#) in the [Times Higher Education Impact Ranking 2024](#).

The School directly contributes to the University's Access and Participation Plan (APP), which outlines how we aim to improve equality of opportunity for students from disadvantaged backgrounds to access, succeed in, and progress from HE.

Strategy

Sheffield Business School's strategy and governance structure

Sheffield Business School's refreshed strategy and governance structure are driven by our values of Collaboration, Integrity, Inclusivity, Ambition and Innovation.

Our School governance fully embeds Equity, Equality, Diversity & Inclusion (EEDI) principles within the Terms of Reference of all formal Committees, Operations and Delivery Groups and Communities of Practices.

The School has also established two Operations and Delivery Group focusing on EEDI and Societal Impact respectively. The EEDI group ensures implementation of, and engagement in, Sheffield Business School's EEDI priorities. The Societal Impact group develops and monitors the School's Societal Impact plan to advance our positive impact through our curriculum, scholarship and engagement activities.

Sheffield Business School Strategic Plan 2024-2027 View document  Download document 

Strategy Alignment

Sheffield Business School Strategy Alignment

Sheffield Business School's strategic priorities alignment with advancing sustainable development, the common good and quality education is evidenced by our commitment to responsible management and positive societal impact explicitly stated in our Vision, Mission and Strategic Plan.

Institutional History

Sheffield Business School Institutional History

Sheffield Business School is part of the College of Business, Technology and Engineering, within Sheffield Hallam University. Sheffield Business School is a large modern business school offering a diverse portfolio of programmes and has been defined by its ethos of practice-based education, and research combining academic rigour with practical application.

Sheffield Business School started its PRME journey in 2013 with aspiration to achieve AACSB accreditation. The internationally recognised accreditation highlights the school's commitment to ethical behaviour, inclusivity, sustainability and social responsibility in their standards. Signing up to PRME alongside our AACSB aspirations was seen as an effective way of demonstrating these values. The school created a PRME working group who initiated various workstreams to embed PRME values in our work including research, teaching, enterprise, partnerships and stakeholder engagement. The school became an active member of PRME in 2013.



Since joining PRME, the school has demonstrated its commitment to PRM through successful AACSB accreditation (2020) and reaccreditation (2025) and achievement of EFMD's BSIS (Business School Impact System) recognition in 2024. In our recent a school-wide portfolio redevelopment and revalidation, we have also ensured that PRME principles are systematically embedded in all our programme learning outcomes.

Graduates & Enrollment




2024 Statistics	Number
Graduates	2228
Student Enrollment at the University	35336
Student Enrollment at the Institution	5921
Undergraduate Attendance	4220
Masters-Level Postgraduate Attendance	1530
Doctoral Student Attendance	139
Certificate, Professional Development, or Continuing Education Attendance	32

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

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

Certificates, Professional Development, or Associate Programmes

 Carbon Literacy: Help to Achieve Net Zero  Help to Grow (HtGM)  Made Smarter



Purpose

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

Letter of Commitment



30th September 2025

A message from the Director of Sheffield Business School

It is my pleasure to write this letter to outline our continued commitment to the PRME principles.

Sheffield Business School is a large and accredited school. The PRME principles are firmly embedded in Sheffield Business School's Vision and Mission.

Our Vision is to be a leading applied Business School making a positive impact on society. We are proud to be part of a Civic University and an active PRME member since 2013. We have recently been [ranked 5th in the world for championing equality and inclusion in the Times Higher Education Impact Ranking 2024](#).

Our Mission Statement is built around empowering future responsible leaders, being a catalyst for collaboration to find enterprising solutions to global problems and driving positive societal change through innovation and knowledge exchange. Through our research, teaching and partnerships, all academic and professional services staff are committed to transformative change for our students, businesses and society.

This SIP report covers our progress during calendar academic year 2024 (1-Jan-2024 to 31-Dec-2024). We have continued to advance the UN Sustainable Development Goals (SDGs) during this period. We have recently completed a school-wide review and redevelopment of our curriculum, ensuring that all of our programmes include sustainability and responsible management education learning goals. In 2024 we were [recognised by BSIS \(Business School Impact System\)](#) for our strong commitment to advancing the SDGs. This SIP report contains many examples of internal and external collaboration and the broader University progress towards the SDGs. Sheffield Business School will continue to set objectives aligned with the SDGs and will measure progress and impact on a regular basis.

We are proud to be committed to the advancement of responsible business and management education.

Kind Regards,

Dr Sam Giove
Director, Sheffield Business School

Definition of Purpose

Our purpose is to be a leading applied business school making a positive impact on society and to lead transformative change for our students, businesses, and society.

Institutional Engagement

76% - 100% of faculty at Sheffield Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



How We Define Values

We aim to create the conditions for a positive socio-economic impact on our students, our business partners and our region. Our recently launched Centre for Business Growth and Transformation and net zero ready new Business School demonstrate our commitment to organizational responsibility and accountability to society and the planet.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

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

Student Voices - PG

"Studying Accounting and Finance laid the technical foundation of my career, but it was during my Master's in Forensic Accounting that I began to see the deeper responsibility behind the numbers. Responsible Management Education challenged me to think beyond compliance and profit to consider ethics, transparency, and the societal impact of financial decision-making. It shifted my perspective from simply being accurate to being accountable. This mindset now guides me as I pursue the ACA qualification with ICAEW to become a Chartered Accountant. I've come to see the role of finance professionals not just as stewards of capital, but as agents of trust in a system that depends on integrity. RME didn't just shape my academic path it grounded my purpose. I'm no longer just building a career; I'm building a profession I can be proud of." (Demetra Andreou, MSc Forensic Accounting class of 2024)

Student Voices - UG

"I was introduced to the idea that responsible management is not just about profitability, but about long-term impact and ethical decision-making. That perspective shaped how I approached every role after graduation. In my first corporate finance role, I gained a foundation in stakeholder management

and sharpened my communication skills, but I also began to notice how decisions ripple outward to people and communities. Transitioning into the technology sector, I led customer meetings and supported business expansions, carrying forward an awareness of responsibility in growth strategies. Today, working in cybersecurity, I help enterprise businesses and development teams ‘shift security left,’ embedding resilience and responsibility at the earliest stages of innovation”. (Ehimen Ehis, BA Accounting and Finance class of 2024)

Student Awareness

76% - 100% of students at Sheffield Business School are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at Sheffield Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Values Voices - Accomplished Study Programme in Research Excellence (ASPIRE)

“At ASPIRE, equity is not an aspiration—it is our foundation. Our commitment to transforming doctoral education means recognising that access, belonging, and justice for Black students are not optional extras but essential conditions for excellence. ASPIRE nurtures scholars to challenge racialised barriers, to claim space in institutions that have historically excluded them, and to reimagine research as a force for inclusion and social change.

We know that mentorship without compassion fails. That’s why ASPIRE is rooted in lived experience and guided by values of Ubuntu, Omoluabi, and compassionate pedagogy. Our scholars are supported not only to succeed academically but to thrive personally, professionally, and socially. They leave the programme prepared to lead with courage, critical consciousness, and a deep responsibility to uplift others.

This programme does not simply speak of equity—it enacts it. From tailored mentorship to systemic advocacy, ASPIRE embeds anti-racist practice into every element of the doctoral journey. It is how we ensure that the next generation of researchers and leaders do more than enter academia—they transform it into a space that is more just, inclusive, and humane” (Dr Ifedapo Francis Awolowo PhD, Senior Lecturer at Sheffield Business School and ASPIRE Project Lead)

Celebrating Values

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

Celebrating Values - Equity, Equality, Diversity & Inclusion (EEDI)

"Sheffield Business School (SBS) has one of the most diverse workforces among all academic units at Sheffield Hallam University. This diversity—across ethnicity, gender, and professional background—supports a vibrant and inclusive academic culture.

The varied experiences and backgrounds of SBS staff help create a strong sense of belonging for its diverse student population, enriching learning environments and promoting equity. This inclusive culture enhances teaching and research, while positively influencing SBS's broader societal impact and reinforcing its commitment to sustainable and socially responsible education". (Sam Coulby, Senior Business Partner, Equity, Equality, Diversity & Inclusion (EEDI))



Teach

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



How We Define Teach

Our recently revalidated portfolio and pedagogical approach reflects our vision and mission, which are built around being a leading applied business school that makes a positive impact on society, developing students as responsible leaders, entrepreneurs, and global citizens, and creating solutions to global problems and creating a better world.

Courses that support RME

Sheffield Business School reports 9 courses in 2024 that support responsible management education and sustainable development goals.

Environmental Accounting

| 44-608506

This course aims to develop learner knowledge and understanding of the current state and potential of Social and Environmental Accounting, including practice, policy and regulations. The course Learning Outcomes are to: • Critically evaluate the current state of Social and Environmental Accounting, including theoretical perspectives, practice, policy and regulations, and develop awareness of its limitations and potential developments. • Appraise the relationship between social and environmental issues and organisations, including impacts and dependencies and their implications for accounting and accountability. • Apply knowledge on Social and Environmental Accounting into different organisational contexts and both in the reporting and in the sustainability management accounting context.

This course prepares students to be responsible citizens and decision makers. Students are encouraged to consider the impact of organisations on society and the environment, and to question the role of businesses and their accountabilities. The impact of this course was evident in our student's feedback and reflections: "[the course] has been eye-opening and thought-provoking. Through intense research and external reading, I have deepened my understanding of legitimacy theory and the complex nature of Social and Environmental Accounting practice and how this can be manipulated and misrepresented in order to influence stakeholders and public perceptions. My experience with the WHO article has highlighted how crucial it is to approach ESG reporting critically, analysing motivations of the data objectively in order to obtain a true reflection of a company's overall environmental impact" (Student's reflection on the module essay abridged)



Responsible and Ethical Business Practice

| 44-609433

This course aims to develop student's knowledge of sustainable and responsible practice in organisations and analyse personal and organisational impact in a changing world. The course Learning Outcomes are to:

- Recognise and critically reflect upon the challenges facing business and the contribution of business to a sustainable economy, society, and environment.
- Critically analyse the complexity of responsible business practice and evaluate the perspectives of a range of different stakeholders and social groups.

This module builds on the PRME agenda from earlier modules and further develops students' ability to create responsible and sustainable organisations. The module adopts a problem/ enquiry-based approach to the challenges and opportunities for business vis a vis responsible business practice in the context of the UN Global Compact. Teaching inspires and challenges students with real-world and research informed scenarios as well as global agendas such as the UN Sustainable Development Goals (SDGs). Students' learning connects to real-world and workplace challenges in the regional and global community. The work produced by three students undertaking this module was entered in the PRME UK and Ireland Chapter Student Essay Competition 2024, with student Daisy Flatters being selected as a finalist in the alternative media category for her poster 'Gaining an understanding of whether the presence of electronics factories in Asia could be perceived as an act of ethicality'.



Leading for a Sustainable Future

| 44-708915

The course Learning Outcomes are to:

- Critically explore and analyse new and disruptive customer, market, and competitive opportunities and threats to develop new market strategies.
- Critically examine new and disruptive technologies, new concepts of organisation systems, and other enablers to drive innovation and sustainability.
- Lead a consultation project with key stakeholders to explore potential new paradigms for organisational and global sustainability.
- Demonstrate your progress against achievement of the relevant KSBs as set out in the apprenticeship standard, as listed in the module summary.

This course sits within the Business School Senior Leader Apprenticeship programme (postgraduate diploma). All learners are employed by an organisation that releases them 20% of their time to complete the apprenticeship. This course introduces the SDGs and Global Compact principles, and challenges learners to review their organisation's performance with the view to issue actionable recommendations and improve the sustainability of their organisation



Contemporary Issues in International Business

| 44-604830

The course develops a critical understanding of key issues dominating contemporary international business debate. Course learning outcomes are to: • Analyse different dimensions of globalisation and its consequences for international company operations. • Critically discuss the spatial impact of changes in the global economy on international firms. • Evaluate selected theoretical concepts underpinning the changes of business environments in developed and emerging economies. • Reflect on the impact of sustainable development on international business activity.

This course prepares students to be responsible global leaders and decision makers.

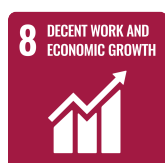


Responsible Human Resource Management

| 44-509393

This course develops students' understanding of responsible human resource management (HRM) practice, challenging how HRM and ethical people practice are approached in organisations, learning through critical debate and case study analysis of real-world organisational challenges. The Learning Outcomes are to: • Explore and evaluate relevant concepts and theories relating to how organisations can effectively resolve challenges relating to aspects of responsible human resource management practice. • Demonstrate an understanding of contemporary external trends, how these impact on people practice and how it influences behaviour, culture and people in organisations. • Apply a range of evidence relevant to the specific sector/ organisation/situation in order to make responsible and informed judgements.

This course encourages students to challenge how HRM and ethical people practice are approached in organisations and prepares them to be responsible leaders.



Sustainable Food: Preservation, Processing and Packaging

| 44-508685

This course aims to develop students' understanding of the purpose and principles of food processing unit operations; developments in sustainable food manufacturing operations and the role of packaging in managing and controlling product quality and safety. The course Learning Outcomes are to:

- Demonstrate a clear and in-depth understanding of the principles underlying major food processing technologies and broader food manufacturing operations.
- Evaluate the contribution of food processing technologies to sustainability issues in food manufacturing.
- Clearly communicate complex scientific and technological information.

This course prepares students to be responsible, science-based decision makers



Applied Professional Skills

| 44-507147

This course aims to develop student's professional skills. Students undertake an applied project of choice among a suite of offers. One of the elective projects is the "Hallam Collaborative Online International Learning (COIL): Carbon Literacy and Climate Action Plan", which combines carbon literacy training and a consultancy project for a local SME. The carbon literacy training gives students an awareness of climate change and an understanding of the actions required by governments, businesses and individuals to lead towards a sustainable future. Based on the knowledge obtained during the course, students work in groups to calculate a local SME's carbon footprint and to provide suggestions for the company to reduce their carbon emissions as well as other climate actions the company could take.

This course improves students employability and social capital. The Carbon Literacy and Climate Action Plan project within this course makes a positive impact to developing students as global citizens, responsible leaders and decision makers of the future. The impact of this project is evident in a student's feedback: "From the point of view of someone who knew very little about the science behind climate change and the real facts on what the consequence I found the COIL project very informative and accessible. From the first part of the course where I began to understand the consequences and the solutions that we can work towards today this made me very engaged in the final pledges doing lots of research into how my pledges will help and the practice my local governments is doing and calculating carbon emissions which is a tool I will take with me into future career. After the coil project I have started to take more of an interest in what our governments are doing to reach net zero and keep up with new innovations in getting there also it has also made me look at my lifestyle and how I can reduce my carbon emissions where possible"



Customer Insights And Sustainable Innovation In Marketing Strategy

| 44-609446

This course develops understanding of sustainability and its impact on new product development. The course Learning Outcomes are to: • Systematically evaluate the business environment to identify new product opportunities. • Devise arguments based on consumer insight to develop sustainable new product innovations. • Critically evaluate arguments that link to product feasibility prior to launch. • Sustain arguments that link strategic and tactical recommendations to a new product innovation and launch.

Students are encouraged to challenge current approaches to sustainability in product development and seek to apply research-based solutions to real world environmental issues. Students collaborate with peers to develop solution-based products that link to contemporary market demands within the framework of sustainability.



Global, Ethical And Responsible Management Approaches

| 44-609396

This course adopts a problem-based enquiry to the role, challenges, and opportunities for managers in driving responsible business practice in the context of the UN Global Compact. This course considers your role as a strategic change agent, creating new directions for action in global, ethical and responsible approaches to business. The course Learning Outcomes are to: • Identify the significant challenges facing business that demand a new management approach. • Critically analyse the complexity of the manager as a change agent leading the agenda for responsible business. • Apply knowledge to justify the innovation and communication needed and secure global, ethical, and responsible business practice.

Engage - with the need for change to secure globally responsible business, students develop innovative and creative ideas and consider how these might be communicated to craft innovative approaches to organising; Challenge – The course encourages students to challenge taken for granted characteristics and assumptions about organisations; Collaborate – This course focuses on participative decision making around the global impact of organisations, including global supply chains.



Teaching Awards

In 2024, 2 awards were given to faculty and educators at Sheffield Business School.

BSIS label by the EFMD Global

Granter: BSIS (Business School Impact System)

Grantee: Sheffield Business School

Award Description:

Sheffield Business School was awarded the BSIS label by the EFMD Global in March 2024. The BSIS (Business School Impact System) framework has 120 indicators covering 7 dimensions of impact: financial impact, educational impact, business development impact, intellectual impact, impact within regional ecosystem, societal impact and image impact. Undertaking the BSIS impact assessment has enabled us to set a baseline across the 7 dimensions of the impact that our curriculum, our research and our partnerships have on our students and our community. We are more explicitly able to demonstrate that we are a highly applied Business School that makes a positive impact on society.

Times Higher Education's (THE) University Impact Rankings 2024

Granter: Times Higher Education (THE)

Grantee: Sheffield Business School

Award Description:

Sheffield Hallam University was ranked as the 5th best in the world in the Times Higher Education's (THE) University Impact Rankings 2024 for UN SDG 10: reduced inequalities. The THE uses indicators to evaluate universities' efforts in promoting equality and reducing disparities, including Research on reduced inequalities, First-generation students (15.5%), International students from developing countries (15.5%), Students and staff with disabilities (23%) and Measures against discrimination (19%). This ranking is a welcome indicator of our inclusive research and teaching, as well as our efforts to progress towards our vision for a culture of inclusion at Sheffield Hallam University.

Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

💡 Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

💡 Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

💡 Learning Mindset



To a great extent

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

💡 Method of Teaching and Learning



In person

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



Research

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

How We Define Research

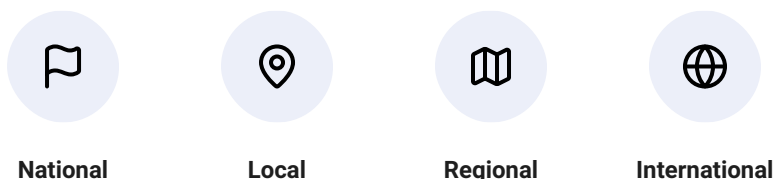
We create an environment which aims to reduce inequalities, enable decent work and economic growth for our region. Our societal impact focus aligns with SDG 8 and SDG 10. We achieve this by providing opportunities for students, and generating impact through the Centre for Business, Growth and Transformation

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Sheffield Business School was awarded funding for research that is:



Socializing Research

In 2024, Sheffield 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

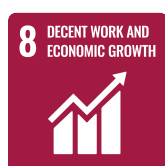
In 2024, Sheffield Business School reported 7 research projects that implemented responsible or sustainable activities.

Black Thrive Research and Learning Capacity Development

Period Covering: January, 2024 - December, 2024

Department: Business, Management And People

This project by Dr Ellen Bennett (Sheffield Business School) and Dr Beth Patmore (Nottingham Trent University) was in partnership with Black Thrive Lambeth, a voluntary sector organisation in London. The project was funded by Black Thrive Global (a charity and Community Interest Company). The project helped Black Thrive develop a culturally appropriate approach to support black people within the mental health system. Based on the learning from the project, the organisation is shifting access to mental health services for black communities, improving their experiences and outcomes by modelling person-centred care and influencing systems change across public services in Lambeth. The project took a coproduction approach, whereby the project design and delivery were carried out in partnership between the researchers and Black Thrive and had a direct impact on the organisation and its staff through capacity and skills development. The project findings were presented to Black Thrive's directors, staff as well as service user working group. Dr Benett and Black Thrive co-presented 'The transformative potential of magnifying experiential voice within a statutory mental health setting – a case study of a Black-led voluntary sector service' at Voluntary Sector and Volunteering Research Conference in 2024, sharing knowledge with academic community. The practice-facing reports will be published in 2025 and will be disseminated with aim to influence policy and practice in mental health service provision.



Tempus Novo – Supporting Ex-Offenders into Employment

Period Covering: April, 2022 -

Department: Finance and Economics

Sheffield Business School began working with Tempus Novo in May 2022, a small charity (<50 employees) that supports ex-offenders to find work and change their lives for the better. Tempus have changed the narrative around recidivism, with only 4% of their clients returning to prison, compared to a national average of 45%. The challenge for Tempus Nova was to secure long term commercial

sustainability. Associate Professor Jia Liu, a specialist in Behavioural Economics, supported Tempus Novo to develop a new funding model and become a sustainable business. Based on a KTP, an additional £190,000 (September 2023) in funding for Tempus Novo's work was secured. Critically, the initiative included the development of a social impact tool, which demonstrated that for £3,500 Tempus could support an ex-offender into work, significantly less than the average annual cost of £46,500 per person for a custodial sentence. The success of the relationship between the Business School and Tempus Novo is underpinned by the collaboration that has emerged with other organisations. This includes the Police, Jobcentres, Probation Services and Social Care, Local SMEs, as well as integrating with large employers like GXO, John Lewis and Maersk. More recently the Business School has also supported Tempus Novo to develop overseas, by securing a further \$100,000 to work with George Mason University in the USA.

Through this partnership, over 200 ex-offenders were supported into jobs in 2022/23, with a target of 271 in 2024. Our work with Tempus Novo was shortlisted for the CABS Small Business Excellence Awards in 2024. Tempus Novo has also become an important partner in our curriculum delivery as they provide consultancy projects for our students and help change their perceptions and social stigma about ex-offenders. Our work with Tempus Novo was shortlisted for the CABS Small Business Excellence Awards in 2024.



Exploring the scale and scope of dark kitchens in the north of England: addressing food safety and public health priorities

Period Covering: March, 2024 - August, 2024

Department: Marketing, Enterprise And Events Management

This project, awarded an NIHR (National Institute for Health and Care Research) grant, conducted an insightful study on the scale and scope of dark kitchens in the North of England. The study involved key stakeholders - consumers, local authorities and dark kitchens - to explore current practices for identifying and regulating dark kitchens within public health, environmental health and planning frameworks. The work highlights lack of understanding around dark kitchens and explored routes through which dark kitchens can be regulated within current frameworks, in line with public health, food safety and consumer demands.

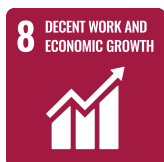


Digital Education for Innovation and Economic Development (DEFINED)

Period Covering: September, 2023 -

Department: Management

At the invitation of a leading African Charity, **Professor Seun Kolade** developed a project focussed on fostering digital literacy and entrepreneurial mindsets, equipping participants with coding and ICT skills through innovative initiatives like the Byte Busters after-school coding clubs. The project was undertaken in partnership with the Odu'a Investment Foundation and rolled out across six sub-regional governments in Nigeria. It engaged over 2,500 pupils through the Byte Busters clubs, providing hands-on coding and ICT training. Collaborating with educators, regional policymakers, and community leaders, the project contributed to creating a sustainable digital ecosystem that supports young learners. The project has delivered measurable impact by significantly enhancing the digital literacy and academic performance of the participants whilst laying the foundations for a vibrant digital ecosystem and fostering an entrepreneurial mindset among young students.



Lightmain KTP: Learn while you play

Period Covering: January, 2022 - December, 2025

Department: Management

This project is a collaborative effort between the School and Lightmain through the [Lab4Living](#) research centre project, to create a new kind of play equipment, Playponics with significant social impact in teaching children about the environment while playing. Lightmain is a Sheffield SME that manufactures and installs sports play and leisure facilities that help children and young people exercise, play and learn. Working with Heath Reed, Principal Industrial Designer at Lab4Living, and Avika Sood, the KTP school Associate, **Dr Alexandra Anderson** is leading the commercialisation of the project, including exploring intellectual property opportunities. A special needs school in Rotherham has been selected as the installation site.



UK climbing market: demographics, motivations and behaviours

Period Covering: April, 2023 - April, 2024

Department: Global Business, Tourism and Hospitality Management

The project was commissioned by the British Mountaineering Council, the UK's National Governing Body for climbing funded by Sport England, and their industry partners. The aim of this project was to understand the behaviour of the UK climbing market and make recommendations for targeted interventions that can lead to effective behaviour change. Such as climbing for physical, mental and social wellbeing; increasing underrepresentation; and designing products that meet the contemporary needs of the market. A survey was designed using the COM-B Model for Behaviour Change to capture the climber's capabilities (C), their opportunities (O) to climb/access issues, and their motivations (M) alongside their demographics. The survey received over 5,000 usable responses. An impact report will be published in 2025 providing recommendations for the National Governing Body and their industry partners.



Responsible recreation in England's National Nature Reserves

Period Covering: September, 2024 -

Department: Global Business, Tourism and Hospitality Management

The project was commissioned by Natural England, a government body, to address gaps in the evidence base concerning responsible recreation on National Nature Reserves (NNRs) in England. The aim was to understand how to effectively encourage and support responsible recreation which minimises the impact on species, habitats, and cultural heritage at NNRs, and promotes and complements the UK's Countryside Code. Year 1 of the project was completed in March 2025. This involved selecting six NNRs that encompass diverse habitats with protected species that are negatively impacted by recreational users and implementing interventions and monitoring frameworks. This acted as a pilot study and the report of the findings will be published by Natural England in 2026. The next phase of the project (year 2) is to extend the NNRs within our sample, refine

our interventions, and develop and test toolkits that can be rolled out nationwide. This project is part of Natural England's wider Protected Sites Strategy which was established to support the Environment Act 2021.



Research Presentations Related to RME and/or Sustainability

In 2024, Sheffield Business School gave 3 research presentations related to RME and/or sustainability.

Social and Environmental Reporting and organisational change: the case of the Social Housing sector

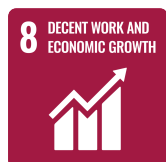
Authors: Caroline Linhares, Sheffield Business School, Sheffield Hallam University | Amanze Ejiogu, Sheffield Business School, Sheffield Hallam University | Mercy Denedo, Durham University Business School

Date of publication: August, 2024

Presented at: National or international discipline-specific conference

Department: Accounting

In this study we investigate the implementation and impact of Social and Environmental Reporting (SER) practices of social housing providers in the UK, following the adoption of a sector-specific voluntary sustainability reporting framework. The study adopts a qualitative approach, using semi-structured interviews with various stakeholders in the housing sector, document analysis of publicly available sustainability reports of housing providers, and netnography following standard setters and other stakeholders on social media. Our analysis draws on the institutional work perspective, which provides theoretical insights to understand the enabling factors that allow change to occur following the implementation of SER. Our findings indicate that, while adoption of SER is mostly driven by legitimacy and financial motives, SER practice plays a role in enabling institutional change toward more sustainable organisational practices. We find that SER is used as a political resource mobilised by institutional entrepreneurs (i.e. 'sustainability champions') to challenge existing institutions and instigate real change. Our analysis provides insights to understand how and under what conditions SER enables institutional change. It is anticipated that this study will contribute to debates on the ability of SER to drive meaningful change at the organisational level and beyond the organisational level.



How Institutional Asymmetry Trigger SMEs' Transformational Resilience to Overcome the Internationalisation Barriers in Emerging Market Context

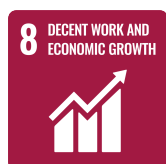
Authors: Muhammad Anindita

Date of publication: September, 2024

Presented at: National or international discipline-specific conference

Department: Management

This study analyses the impact of procedural complications as part of formal institutions and how informal institutions trigger transformational resilience. The main objective is to discover how SMEs' transformational resilience could effectively face institutional asymmetry during internationalisation. This research examines three potential areas of institutional asymmetry. First, there is consistency in government rules and regulations among government organisations at the same levels. Second, the implementation of government regulations at the national and regional levels. Third, the role of informal institutions in supporting or not supporting government regulations. We find that some aspects of government support do not have the impact expected by SMEs. Conversely, informal institutions generally support SME internationalisation and help them form resiliency. We believe the insights of this study shed light on how both formal and informal institutions create asymmetry, which creates barriers to SME internationalisation at the national and sub-national levels, thus transforming SMEs' resilience.



Systems Thinking in Practice and Application: A collaborative, multi-university, inter-disciplinary approach to provide students with a systems view toolkit for Responsible Strategic Thinking

Authors: Olivia Ramsbottom, Sheffield Business School, Sheffield Hallam University, UK | Caroline Linhares, Sheffield Business School, Sheffield Hallam University, UK | Marc Duffy, Ulster University Business School

Date of publication: June, 2024

Presented at: National or international academy of management

Department: Management

Questions of 'sustainability' in management have tended to concentrate on ecological responsibility (Mirvis, Googins, and Kinnicutt, 2010), but there is increasing recognition that sustainability covers three parts: ecological, economic, and social responsibilities as part of a linked system, and if we can balance the ecological with the social and economic, then we stand more chance of creating lasting solutions (Edwards, 2005). This 'Systems Thinking' approach recognises that the world is complex and made up of a series of networks incorporating individual work and social units, and all individual units and networks interact with each other and with the ecological environment, our world, of which we are all part. Often in management and in the design of products, services, and infrastructure, we tend not to look outside of the individual unit or insular entity (Haslam and Shenoy, 2018) and we fail to understand the impact of our decisions on other units and networks. This has been recognised and discussed, always with a sense of impending doom when looking at the ecological impact of our economic and social decisions, by theorists and authors, from at least the 1970s onwards (Beer, 1973; Forrester, 1971; Liedtka, 1998; Senge, 1997; Sterman, 2002; Higgins, 2015; Raworth, 2017). Instead of standing separately, the units and networks are, and should be considered as, cogs or levers processes of cause and effect, stocks, and flows and feedback loops (Sterman, 2002; Higgins, 2015; Raworth, 2017). The danger is in making decisions in one area without being aware of the impact on another. To reflect the need for systems thinking in strategic thinking, a team of academics from three different universities (Sheffield Hallam, Derby and Ulster) and from different disciplines (management, politics, law, public policy, finance, economics) (recognising the necessity for systems thinking in developing solutions) has come together to create a systems view toolkit that reflects the complexity and interconnectedness of our world and encourages a systems view approach to strategic thinking in future, to ensure a balance of greener, healthier and fairer business and organisation planning. This interactive session will talk through examples of our complex, interconnected world, challenge the traditional linear rational approach to strategic management and planning, explain the systems thinking approach, and present a model for future thinking (a work in progress) with case studies of where 'thinking differently' has worked in organisations.



Publications Related to RME and/or Sustainability

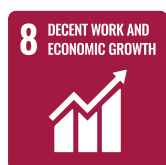
FinTech and rural household entrepreneurship

Authors: Xiaojun Deng, School of Economics, Zhejiang University of Finance and Economics, China | Shiyao Chi, School of Economics, Zhejiang University of Finance and Economics, China | Liming Yao, Sheffield Business School, Sheffield Hallam University, UK | Jing Zou, School of Finance, Zhejiang University of Finance and Economics, China and Zheshang Capital Market Research Institute, Zhejiang University of Finance and Economics, China

Date of publication: October, 2024

Department: Finance

Entrepreneurship activities play an important role in economic growth and job creation. Based on China Family Panel Studies (CFPS) survey data in 2014, 2016, 2018 and 2020, and combining it with the financial technology (FinTech) Index, this study explores the impact of FinTech on rural household entrepreneurship using the Logit and IV estimations. The empirical findings highlight the significant role of FinTech in promoting rural household entrepreneurship. The mechanism analysis shows that FinTech positively modulates the relationship between formal finance and rural credit constraints, thereby fostering rural entrepreneurship. Notably, the impact of FinTech on entrepreneurship is particularly pronounced in areas with lower urbanization levels, indicating a greater potential for promoting entrepreneurship in less economically developed regions. Therefore, this study recommends expanding the coverage of FinTech to encourage rural household entrepreneurship and accelerate efforts towards rural revitalization.



Crafting alternative work organisations: Paradoxes of workplace democracy and emancipation in worker-buyout cooperatives

Authors: Ignacio Bretos, Department of Business Organisation and Management, Faculty of Economics and Business, University of Zaragoza, Gran Vía 2, 50005, Zaragoza, Spain | Rory Ridley-Duff, Sheffield Business School, Sheffield Hallam University, UK | David Wren, Sheffield Business School, Sheffield Hallam University, UK

Date of publication: September, 2024

Department: Management

Drawing on an interpretative study primarily based on two waves of interviews, the authors traced two cooperativisation experiences over 10 years from an actor-centred approach. The shift to worker ownership did not automatically lead to workplace democratisation and workers' emancipation. Indeed, the early development of the cooperativisation experiences was marked by internal conflict and worker-owners' dissatisfaction. Over time, a paradoxical alternative workplace was consolidated, in which worker-owners' emancipation was ultimately sustained through the exploitation of non-member employees. The study makes a twofold contribution to the cooperativisation literature. First, it moves beyond utopian or sceptical perspectives to provide a more nuanced view of worker-buyout co-ops, emphasising the paradoxical nature of their emancipatory potential. Second, the study's longitudinal analysis of co-ops formed out of financially sound firms, rather than bankrupted ones, advances knowledge of the diversity of cooperativisation experiences and the mechanisms that contribute to the longevity and sustainability of worker-buyout co-ops.



Measuring CO2 emissions from transportation in a UK retail returns supply chain

Authors: Jonathan Gorst, Sheffield Business School, Sheffield Hallam University, UK | Erica Ballantyne, Sheffield University Management School | Nathan Dodd, Sheffield University Management School

Date of publication: December, 2024

Department: Management

Traditionally, there have been three aspects associated with retail returns management: 1) returns avoidance; 2) processing returned products; and 3) disposal of returned items from a retailer's supply chain, at which point retailers generally consider the transaction has reached a conclusion for that individual product. An often overlooked fourth aspect, however, is around the environmental cost of retail returns, specifically the carbon footprint generated from moving returned products through second life retail distribution channels. This paper examines the case of returned general merchandise retail products — in particular, a UK reverse supply chain for homewares, furniture, white goods and other non-apparel items. It focuses on investigating the environmental cost by determining how much CO2 is created during the return transport processes until a product is retained by a customer and not returned again. Two disposition routes for unwanted retail stock items are examined in detail: first, the more desirable option of premium processing and resale of returned or unwanted items; and second, resale of items that are beyond economic repair through an auction house. The case study presented

determines the CO2 emissions generated for each disposition route and highlights the inefficiencies that arise from the fragmented transportation of items sold via the auction house that lead to significantly increased carbon emissions.



Mapping the knowledge domain of green procurement: a review and bibliometric analysis

Authors: Abderahman Rejeb, Department of Management and Law, Faculty of Economics, University of Rome Tor Vergata | Andrea Appolloni, Department of Management and Law, Faculty of Economics, University of Rome Tor Vergata | Karim Rejeb, Faculty of Sciences of Bizerte, University of Carthage, 7021, Zarzouna, Bizerte, Tunisia | Yasanur Kayikci, Sheffield Business School, Sheffield Hallam University, Sheffield, UK | Horst Treiblmaier, School of International Management, Modul University Vienna, Vienna, Austria

Date of publication: October, 2023

Department: Management

The goal of green procurement, also called green purchasing, is to reduce waste and improve operational efficiencies to enhance sustainability. Although this practice has gained importance in recent years and garnered significant scholarly attention, there is a lack of bibliometric studies evaluating the green procurement field. To close this gap, we leverage bibliometrics to comprehensively summarize the literature and identify existing research hotspots and trends. Specifically, we employ bibliometric tools to analyze keywords, identify influential authors, universities, and research areas and reveal the most important publications in terms of citations. The analysis shows that sustainable development, sustainability, green supply chain management, and green public procurement are core topics related to green procurement. The co-citation analysis further reveals five important research clusters in the literature, namely green public procurement, green supply chain management, green supplier selection and evaluation of green performance, networked sustainable procurement, and green procurement in the construction sector. This study makes a contribution to the green procurement literature by summarizing this quickly growing field and providing timely guidance as to future research directions.



Green Spaces and the Impact on Cognitive Frailty; a scoping review

Authors: Sally Fowler Davis, School of Allied Health and Social Care, Anglia Ruskin University, Cambridge, United Kingdom, Advanced Wellbeing Research Centre, Sheffield Hallam University, Sheffield, United Kingdom | Charlotte Benkowitz, Advanced Wellbeing Research Centre, Sheffield Hallam University, Sheffield, United Kingdom | Lucie Nield, Advanced Wellbeing Research Centre, Sheffield Hallam University, Sheffield, United Kingdom | Chris Dayson, Advanced Wellbeing Research Centre, Sheffield Hallam University, Sheffield, United Kingdom

Date of publication: January, 2024

Department: Management

Some literature indicates that contact with green spaces can benefit health and wellbeing, but it is unclear whether this is protective of cognitive health in older people. Using Arskey and O'Malley's framework the aim was to investigate ageing, cognitive frailty and the effects of green access including any causality. The evidence was somewhat inconsistent but suggestive for a beneficial role of green space exposure on cognitive functions. Results suggested that globally, the poorer urban environments are high risk for older people's mental health and these places often lack parks and green spaces. There is evidence that the level of activity and social participation may be greater with access to green spaces and therefore reduces health risks. Green spaces seem to have a role in preventing cognitive frailty, especially for more vulnerable older populations living in poorer urban environments.



Measuring perceived social sustainability of brands – A scale development

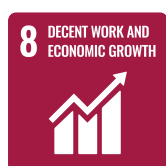
Authors: Nagendra S.M., Indian Institute of Technology, Ropar, India | Dipanjan Kumar Dey, Indian Institute of Management Ranchi, Ranchi, Jharkhand, India | Pallavi Singh, Sheffield Hallam University, Sheffield, UK | Sunil Sahadev, Sheffield Hallam University, Sheffield, UK

Date of publication: March, 2024

Department: Management

Consumer perceptions regarding a brand's commitment to social sustainability is a crucial differentiator and contributes to brand equity. Despite the acknowledged importance, presently no measurement scale is available for measuring consumer Perceived Social Sustainability of Brands (PSSB). This study, therefore, attempts to develop and validate the PSSB scale. Results from two

empirical studies were used to establish the psychometric properties of the PSSB scale. Findings reveal PSSB comprises of six underlying dimensions namely: supporting education, supporting community, supporting innovative growth, supporting poverty elimination, supporting healthy living, and supporting sustainable water management. Based on the empirical studies a final refined scale with 26 measurement items was developed after testing for reliability and validity. We also tested the predictive validity of the scale, which show that PSSB is a valid predictor of outcomes such as brand trust and brand image. PSSB scale is developed around SDGs (Sustainable Development Goals) to help managers measure, understand, and accordingly mainstream the brand's social sustainability perceptions among their target consumers and potential markets.



Accounting professionals' legitimacy maintenance of modern slavery inspired extreme work practices in an emerging economy

Authors: Sandar Win, Sheffield Business School, Sheffield Hallam University, Sheffield, UK | Mehul Chhatbar, School of economics, finance and accounting, coventry university, coventry, uK | Mahalaxmi Adhikari Parajuli, Division of accounting, Business and management, abertay university, Dundee, uK | Seyefar Clemen, school of accounting, finance and law, university of Bedfordshire, luton, uK

Date of publication: February, 2024

Department: Finance | Accounting

It is well-established in the human resource management literature that high intensity and excessive workload can cause undesirable physiological, psychological, behavioural, and social outcomes. However, there is a need to theorise the process by which extreme work has been legitimised and embedded among professionals. In this paper, we view extreme workers as those professionals who contribute to their works beyond acceptable contractual obligations, either voluntarily for personal rewards or involuntarily due to the menace of penalty, or both. We chose to investigate how accounting professionals in India legitimise extreme work in their workplaces using exploratory qualitative research methods and applied economies of worth theoretical framework. Our findings demonstrate that senior accounting professionals with the assistance of professional associations can play an important role in mobilising professional and organisational resources to tackle extreme work in their accounting firms and the industry.



Stakeholder exclusion practices of responsible leaders: an investigation into the application of responsible leader values in stakeholder inclusion and exclusion

Authors: Mark Ellis, Sheffield Business School, Sheffield University | Dianne Dean, Sheffield Business School, Sheffield University

Date of publication: March, 2024

Department: Management

Purpose

The aim of this paper is to explore the stakeholder exclusion practices of responsible leaders.

Design/methodology/approach

An interpretive multiple case analyses of seven responsibly led organisations was employed. Twenty-two qualitative interviews were undertaken to investigate and understand perceptions and practice of responsible leaders and their approach to stakeholder inclusion and exclusion.

Findings

The findings revealed new and surprising insights where responsible leaders compromised their espoused values of inclusivity through the application of a personal bias, resulting in the exclusion of certain stakeholders. This exclusivity practice focused on the informal evaluation of potential stakeholders' values, and where they did not align with those of the responsible leader, these stakeholders were excluded from participation with the organisation. This resulted in the creation and continuity of a culture of shared moral purpose across the organisation.

Research limitations/implications

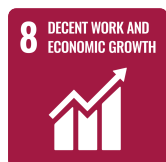
This study focussed on responsible leader-led organisations, so the next stage of the research will include mainstream organisations (i.e. without explicit responsible leadership) to examine how personal values bias affects stakeholder selection in a wider setting.

Practical implications

The findings suggest that reflexive practice and critically appraising management methods in normative leadership approaches may lead to improvements in diversity management.

Originality/value

This paper presents original empirical data challenging current perceptions of responsible leader inclusivity practices and indicates areas of leadership development that may need to be addressed.



Greenhouse gas emissions of school lunches provided for children attending school nurseries: A cross-sectional study

Authors: Claire J. Wall, Sheffield Business School, Sheffield Hallam University, Sheffield, UK | Jo Pearce, Sheffield Business School, Sheffield Hallam University, Sheffield, UK

Date of publication: July, 2024

Department: Management

Background

Schools and early years settings provide an opportunity to promote healthy and sustainable food, but standards and guidance in England focus predominantly on nutritional quality. The present study estimated greenhouse gas emissions (GHGE) of school lunches provided for children attending school nurseries, including comparison between meal options.

Methods

Menus, recipes and portion weights for lunches provided for 3–4-year-old children attending nine school nurseries were collected daily for one week. GHGE for each food and recipe were calculated using Foodprint functionality of Nutritics software. GHGE were calculated for each menu option (main, vegetarian, jacket potato and sandwich) provided in each school, and for meals with and without meat/fish.

Results

In total, 161 lunches including 273 foods were analysed. Median GHGE across all meals was 0.53 kgCO₂e (i.e. kilograms of carbon dioxide equivalent) per portion, with significantly higher GHGE associated with main meals (0.71 kgCO₂e per portion) compared to all other meal types (0.43–0.50 kgCO₂e per portion; $p < 0.001$) which remained after adjustment for meal size and energy density. Red meat-based meals were highest in GHGE (median 0.98 kgCO₂e per portion and 0.34 kgCO₂e per 100 g) and meals containing any meat/fish were significantly higher in GHGE (median 0.58 kgCO₂e per portion) than vegetarian meals (median 0.49 kgCO₂e per portion) ($p = 0.014$). Meals with higher adherence to the nutrient framework underpinning the early years guidelines had significantly higher GHGE than meals with lower adherence ($p < 0.001$).

Conclusions

The results were comparable to previous estimates of school lunch GHGE and highlight variation by meal option. Consideration of GHGE alongside the nutritional quality of lunches by caterers could support provision of healthy and sustainable lunches.



Access to Natural Green Spaces and their Associations with Psychological Wellbeing for South Asian People in the UK: A Systematic Literature Review

Authors: Mohammed Hamza, Faculty of Social Science and Education, Leeds Trinity University, Leeds, LS18 5HD, UK | Rachael C. Edwards, Evidence for Policy and Practice Information Centre, UCL Social Research Institute, Institute of Education, University College London, London, WC1E 6BT, UK | Jordan D. Beaumont, Sheffield Business School, Sheffield Hallam University, Sheffield, S1 1WB, UK | Laura De Pretto, Faculty of Social Science and Education, Leeds Trinity University, Leeds, LS18 5HD, UK | Alison Torn, Faculty of Social Science and Education, Leeds Trinity University, Leeds, LS18 5HD, UK

Date of publication: October, 2024

Department: Management

Use of natural green spaces (NGS) is associated with improved psychological well-being (PWB). Ethnic minorities, particularly South Asian (SA) communities in the UK, face unequal access to NGS and experience a greater prevalence of health challenges than the general population. Improving access to green space can contribute to addressing current health inequalities. Following PRISMA guidelines, this systematic literature review aimed to synthesise existing research on NGS access barriers experienced by SAs and associations between NGS use and PWB. A comprehensive search was conducted through SAGE, Science Direct, and SCOPUS in August 2022; we included qualitative, quantitative and mixed-methods studies with findings on NGS access and/or associations between NGS use and PWB for SAs in the UK. We employed deductive thematic analysis to explore inhibitors and enablers of access which were then conceptualised through a multidimensional framework. Associations between NGS and PWB were coded inductively and mapped separately. This review is registered on PROSPERO: CRD42022353711. Twenty-six studies were included in the review which varied substantially in their aims, methods, context, and participants. Included studies on NGS grouped SAs within broader demographic categories such as minority ethnic communities or Muslims. Our findings indicate that SAs are disadvantaged in their access to NGS due to numerous intersecting factors including unequal distribution, inadequate transport, racialisation of NGS, and safety concerns. Whilst these findings generally aligned with broader literature on NGS access, certain access barriers and enablers are particularly significant to SA communities. We also identified several dimensions of PWB that are enhanced for SAs through interacting with NGS including overall mental health outcomes, physical wellbeing, and social relatedness. This review highlights opportunities to

improve access to NGS and thereby enhance PWB outcomes for SA people. It also identifies the lack of primary research exploring NGS access and PWB associations for SA communities, specifically in rural contexts.





Partner

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

How We Define Partner

We create an environment which aims to reduce inequalities, enable decent work and economic growth for our region. Our societal impact focus aligns with SDG 8 and SDG 10. We achieve this by providing opportunities for students, and generating impact through the Centre for Business, Growth and Transformation.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Local institutions and associations

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 7 key partnerships at Sheffield Business School.

ShefFood

Academics at Sheffield Business School have been an integral part of [ShefFood](#) since 2019, a cross-sector partnership of organisations across the city formed of local public agencies, businesses, individuals, and academic and community organisations committed to working together to create a more sustainable food system for Sheffield. This work has resulted in ShefFood being awarded a Food Places Silver Award in 2023 which in turn has prompted the Sheffield City Council to develop a "Greener, Fairer, Healthier" strategy for the City region. Out of this network, further collaborations have emerged, a key example being opportunities for our students to undertake consultancy work and sandwich placements with Food Works, a Sheffield based charity leading in surplus food management and hyperlocal food production

Lightmain

Sheffield company Lightmain design, manufacture and install sports play and leisure facilities that help children and young people exercise, play and learn. They are working with our Lab4Living research centre on a Knowledge Transfer Partnership (KTP) project to create a new kind of play equipment which teaches children about the environment while they play.

Tempus Novo

Tempus Novo, a local charity which supports ex-offenders into employment to develop a novel revenue model to achieve financial sustainability and enable the charity to grow

GXO Logistics

Final year students worked with GXO's procurement team to develop a decision-making tool to help the partner evaluate suppliers who offer competitive prices, fulfil their legal obligations, and perform in an ethical and environmentally sustainable manner.

Henry Boot PLC

Final year students helped Henry Boot to identify a Carbon Accounting software to aid the partner with collating their Scope 1,2 and 3 emissions and reach their Net Zero by 2030 commitment.

HSBC

Final year students worked on a live project offered by HSBC addressing the following challenge: "Considering your own views on sustainability, how would you shape HSBC and help them deliver their ESG strategies in line with our values and strategy?". Our students identified strengths and weaknesses with the partner's activities and made bold recommendations such as divesting from fossil fuels; stakeholder engagement; increase investments in renewable energy; enhance due diligence process; and regular reporting and accountability.

Made to Move

Second year students worked with local SME 'Made to Move' on a 'Climate Action Project' aiming to provide the partner with their baseline carbon footprint data and making recommendations for improvement and progress towards net zero.

Partner Voices

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

Participant of ASPIRE (Accomplished Study Programme in Research Excellence) programme

"These past six months with ASPIRE have been transformative. Juggling work, family, and health, being part of the ASPIRE community has been the highlight of this period. I've gained invaluable education and personal and professional development." (Rosie Archibald-Darcy, [Participants of ASPIRE \(Accomplished Study Programme in Research Excellence\) programme](#))

Recognising excellence: Sheffield Business School awarded BSIS label for impact, 10 May 2024

"Warm congratulations to Sheffield Business School on earning the BSIS label. With a rich legacy and a renewed focus on societal impact, its dynamic regional presence and commitment to excellence herald a transformative era in education and community engagement." ([BSIS Director François Bonvalet](#))

Sheffield Hallam shortlisted for Small Business Charter Excellence award, 23 April 2024

"Tempus Novo are delighted to be partnering with Sheffield Business School, which has served to provide both organisations with a wide range of mutual benefits, from collaborating on curriculum inputs through the Employer Advisory Board, providing students with learning opportunities to interrogate the Tempus Novo model and social value impact outputs, to the academic support and knowledge transfer from the University and Innovate UK via Knowledge Transfer Partnerships through to funding for ongoing research and enrichment of our Charity. Being shortlisted for the Small Business Excellence Awards in itself amplifies the tremendous mutual value of our partnership." ([Steve Freer and Val Wawrosz, Founders of Tempus Novo](#))

Participant of ASPIRE (Accomplished Study Programme in Research Excellence) programme, 10 July 2024

"Through ASPIRE, I learned that I do belong in research and improved my confidence. I now understand the freedom and opportunities a PhD offers and the power it holds. I recognise that I represent not only myself but every student who looks like me and aspires to achieve. Ultimately, ASPIRE has set me on this path and provided opportunities I would have missed." (Jerome Smith, 2024 cohort, [ASPIRE \(Accomplished Study Programme in Research Excellence\) programme](#), 10 July 2024)



Practice

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

How We Define Practice

We will achieve our purpose and values by being a dynamic and resilient business school, built on a culture of collaboration, integrity, inclusion, innovation, and sustainability. Our refreshed governance reflects those principles.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability


PO 2024 07 Campus Management Climate Action
Policy


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

PO 2024 07 Campus Management Climate Action
Plan


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


Healthy and Sustainable Food Policy August 2024

View document 


Download document 


The Hallam EEDI Framework 2024-27

View document 

Download document 

SHU Climate Action Strategy - 2023

View document 

Download document 



Share

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



How We Define Share

We share our learning and success with colleagues and community through regular themed events and communities of practice fora, and we invite them to contribute to and shape the future of Sheffield Business School.

Engagement Opportunities

Sheffield 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
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

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

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

Sharing Voices

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

Sharing Voices - JG

“Societal Impact and society in general are held together by the ongoing effective communication and with it the sharing of knowledge and the creation of engaging narratives that are impactful, meaningful and interact with society. This process seeks to connect the disparate people and organisations, seek to educate them and inspire action towards both the PRME i5 Values and the Sustainable Development Goals (SDG's). To this end we offer a scientifically underpinned, interesting knowledge base supported by research, examples of best practice from our partners and a clear outline of the values and opportunities to the wider public within the media. I am a regular in the wider media – BBC 5Live and BBC Radio Sheffield as Scientific Adviser in Climate and Sustainability Issues as well as an organiser and “Panel Member” of the Green Jobs Conference last year. Finally, I am one of the technical advisers in Sheffield's Green Hub (South Yorkshire Climate Alliance) as an adviser on climate resilient technology to “walk-in” members of the general public. We regularly use current events and activities as an opportunity to teach “responsible environmental management concepts” and sharing the many successes and challenges how to live these positive common values and create a purpose to travel towards a sustainable future”. (John Grant, Senior Lecturer in Sustainable Futures and Supply Chain)



SIGNATORY

Sheffield Business School



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Website

<http://www.shu.ac.uk/sbs/>