2024 Sharing Information on Progress **(SIP) Report**

University of Edinburgh Business School

August 2024

Table of Contents

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.

Purpose

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

Letter of Commitment

University of Edinburgh Business School demonstrates its commitment to PRME's Principles through the following letter from senior leadership.

To: PRME Steering Committee
c/o PRME Secretariat
United Nations Global Compact Office
685 3rd Avenue, 12th Floor
New York, NY10017
USA

28th August 2024

To whom it may concern,

Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers, the *University of Edinburgh Business School* is committed to implementing the Principles for Responsible Management Education – starting with those that are most relevant to our capacities and mission. We will continue to report on progress to all our stakeholders, and exchange effective practices related to these Principles with other academic institutions. We are committed to embedding ethics, responsibility and sustainability across all activities. We hold an Athena SWAN silver award promoting gender equality and will extend this work further to encompass diversity within the School.

We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.

We encourage other academic institutions and associations to adopt and support these Principles.

Yours faithfully,

Professor Gavin Jack
Dean of the Business School &
Personal Chair in Management and Organisation Studies

Email: Gavin.Jack@ed.ac.uk
PA: Lizzie Robertson; Email: Lizzie.Robertson@ed.ac.uk

Values

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

✎ RME Leadership Accountability

At University of Edinburgh Business School, accountability for responsible management education is structured as follows:

Yes, but the role is formalized elsewhere within the PRME signatory's organization (e.g., center/institute leader, faculty/staff member), but not in senior leadership team

✎ Organizational Structure for RME

The following organizational entities at University of Edinburgh Business School are responsible for RME:

- ❖ Research-Focused Entity
- ❖ Teaching-Focused Entity

Teach

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

✏️ RME Elements in Degree Programs

University of Edinburgh Business School integrates responsible management education into its degree programs through 6 different approaches:

Guest Speakers and Showcase Events

Examples of guest speakers and showcase events

Date

March, 2022 - August, 2024

Location

University of Edinburgh Business School, 29 Buccleuch place, Edinburgh

Speakers

Please see the full list with the names of the event speakers

[Supporting Links](#)

Please see the full list with the titles of the events

Examples of guest speakers 2022-2024

UEBS

View document ↗   Download document ⬇

Professor-Discretionary Course Topics

Examples of topics in courses

Ethics, responsibility and sustainability (ERS)-focused courses as well as topics embedded in courses are offered across the full portfolio of programmes in a way that all students have the opportunity to engage with ERS topics. Below and in the objects in this section, we offer examples of ERS topics embedded in different courses. Impact Statement ERS topics and courses are offered across the full portfolio of programmes in a way that all students have the opportunity to engage with ERS topics. Examples of ERS topics students may engage with in the courses include: Climate justice and Just transition; Alternative models of banking; Corruption in emerging economies; Diversity and inclusion; Diversity in teamwork; Economics of climate friendly projects; Ethical data handling; Ethics in accountancy; Ethics in finance; Greenwashing; Incentives for enabling low-carbon investment; Moral dilemmas at work; Populist politics; Power and conflict; Sustainability and responsibility in stakeholder relationships; The Dark Side of tech and #TechForGood; The impact of marketing on society and the environment; The SDGs; Values and colonial imposition. An illustrative example of ERS

topic embedded in a course is that of the Undergraduate Course The Accounting Profession (http://www.drps.ed.ac.uk/24-25/dpt/cxaccn10027.htm), which includes topics such as Gender and the accounting profession, Race, ethnicity and the accounting profession and Professional ethics. Another example, is that of the MBA course Strategic Leadership (http://www.drps.ed.ac.uk/24-25/dpt/cxcmse11401.htm), which includes lectures on topics such as The Ethical Dimensions of Strategic Leadership, Strategy and Sustainability and Global Challenges and implications for business leadership. Please read through our list of courses to explore a range of ERS topics across our curricula: http://www.drps.ed.ac.uk/24-25/dpt/cx_sb_cmse.htm

Department

Business School

Learning Object Subject

RM topics

Educational Level

UG, PG, Executive education

Learning Outcome

Climate justice and Just transition; Alternative models of banking; Corruption in emerging economies; Diversity and inclusion; Diversity in teamwork etc.

Interactivity Type

Interactive lectures, seminars

Learning Object Description

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Supporting Links

Topics in various courses at the discretion of the professor

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Please read through our list of courses to explore a range of ERS topics across our curricula: http://www.drps.ed.ac.uk/24-25/dpt/cx_sb_cmse.htm

Course-Level RME Learning Goals

Examples of course syllabi with course-level RME learning goals: Psychological Well-being and Business

Examples of course syllabi with course-level RME learning goals: Psychological Well-being and Business

Department

Business School

Learning Object Subject

Psychological Well-being and Business

Educational Level

UG

Learning Outcome

On completion of this course, the student will be able to: Understand and critically evaluate models, theories, tools and techniques of psychological well-being. Discuss how models, theories, tools and techniques of psychological well-being can be applied within the business context. Reflect on their own psychological well-being, strengths, and goals in order to effectively manage personal, academic and professional development opportunities and challenges Demonstrate academic writing skills and identify appropriate tools and techniques for managing and presenting an individual video log.

Interactivity Type

Interactive lectures, seminars

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxbust08051.htm This course will introduce you to a variety of theoretical models, tools and techniques which explore psychological well-being and their applicability in personal and professional development, and in the business world. These models will be used as the basis for developing self-awareness, personal and professional strength and growth, and evaluating how these can be fostered in others, in order to achieve a positive impact on personal, professional and organisational performance, through adaptability and change.

[Supporting Links](#)

Examples of course syllabi with course-level RME learning goals: Eco-Innovation for a Circular Economy

Examples of course syllabi with course-level RME learning goals: Eco-Innovation for a Circular Economy

Department

Business School

Learning Object Subject

Eco-Innovation for a Circular Economy

Educational Level

UG

Learning Outcome

On completion of this course, the student will be able to: Reflect upon and critically evaluate theories and concepts underpinning Eco-innovation and the Circular Economy. Critically evaluate and apply alternative business models and solutions for the reduction of environmental impact. Work collaboratively to gain detailed insights into the challenges and problems encountered by businesses wishing to adopt a more environmentally friendly approach.

Interactivity Type

Interactive lectures, seminars

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxbust10153.htm The course introduces key environmental sustainability theories, models and frameworks. This is a project-based course which provides students with an opportunity to apply the knowledge and skills acquired throughout their business degree programme. Drawing from case-study organisations and industries with a detrimental environmental impact, the course invites students to generate and select viable eco-innovations which work towards circularity and reduce environmental impact. It aims to develop inter-personal, analytical and presentation skills; to give detailed insights into the challenges and problems encountered by businesses wishing to adopt a more environmentally friendly approach and to gain practical knowledge of how environmental impact can be reduced with the adoption of more environmentally focused and sustainable business models.

[Supporting Links](#)

Examples of course syllabi with course-level RME learning goals: Global Business and the Sustainable Development Goals

Examples of course syllabi with course-level RME learning goals: Global Business and the Sustainable Development Goals

Department

Business School

Learning Object Subject

Global Business and the Sustainable Development Goals

Educational Level

UG

Learning Outcome

On completion of this course, the student will be able to: Understand the sustainable development goals and critically examine their implications for transnational corporations. Understand and critically discuss the theoretical foundations of business as a development and policy actor in the global economy. Critically evaluate various approaches to achieving the SDGs. Understand, theorise, and critically discuss how the sustainable development goals are redefining business society relations. Critically appraise the importance of sustainability thinking as a core managerial capability in coping with the challenges of and exploring the opportunities in the sustainable development goals.

Interactivity Type

Interactive lectures, seminars

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxbust10148.htm The United Nations established the Sustainable Development Goals (SDGs) in 2015 as a universal call to action to end poverty, protect the planet, and ensure peace and prosperity for all people and communities worldwide. The goals hold significant opportunities if creatively harnessed and enormous risks if not addressed. This module aims to critically explore how different businesses can profitably contribute to harnessing the opportunities and addressing the risks inherent in the SDGs. It will draw immensely on literature that discusses (a) Business as a Development Actor and (b) how businesses can successfully manage conflicting objectives.

[Supporting Links](#)

Examples of course syllabi with course-level RME learning goals: Marketing & Climate Change

Examples of course syllabi with course-level RME learning goals: Marketing & Climate Change

Department

Business School

Learning Object Subject

Marketing & Climate Change

Educational Level

UG

Learning Outcome

On completion of this course, the student will be able to: Demonstrate critical knowledge and understanding of climate-related issues and challenges in marketing and consumption. Apply relevant concepts and theoretical frameworks to critically evaluate a range of real-life (ir)responsible and (un)sustainable marketing and consumption problems. Critically analyse the roles that marketers, consumers, and policymakers can play in promoting and advancing sustainable practices. Develop the skills necessary to act as sustainable marketers and consumers. Demonstrate presentation and communication skills and engage in reflexivity when addressing climate issues in marketing and consumption.

Interactivity Type

Interactive lectures, seminars

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxbust10160.htm Tackling the climate crisis appears at the top of the agenda for many organisations and marketing tools, techniques, and strategies are increasingly used by businesses, charitable organisations, and governments in order to influence stakeholder behaviours towards more sustainable outcomes, such as becoming net zero. This course focuses on the issues and challenges posed by the climate crisis and the role of marketers and consumers in this context. It aims to develop students understanding of the role of marketing and consumption in driving the sustainability agenda.

[Supporting Links](#)

Examples of course syllabi with course-level RME learning goals: Marketing and Society

Department

Business School

Learning Object Subject

Marketing and Society

Educational Level

UG

Learning Outcome

On completion of this course, the student will be able to: Understand, critically examine, and discuss a range of conceptual and practical issues related to marketing and society. Apply marketing concepts, theories and frameworks to a variety of marketing and consumption contexts. Demonstrate critical thinking and analysis of the positive and negative contributions of marketing to society.

Interactivity Type

Interactive lectures, seminars

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxbust10108.htm This course introduces students to a variety of applications of nonprofit marketing. It will consider how commercial marketing concepts can be applied to nonprofit organisations, in contexts such as charities marketing and fundraising, political marketing and social marketing. The course also considers the dark side of marketing through an examination of issues such as bad marketing practices, living in a consumer culture, commercialisation of life, and the McDonaldisation of society. By the end of the course, students should be engendered with a critical understanding of the applications of marketing and have an appreciation of marketers' responsibilities to organisations and to society.

Supporting Links

Examples of course syllabi with course-level RME learning goals: Social and Sustainable Entrepreneurship

Examples of course syllabi with course-level RME learning goals: Social and Sustainable Entrepreneurship

Department

Business School

Learning Object Subject

Social and Sustainable Entrepreneurship

Educational Level

UG

Learning Outcome

On completion of this course, the student will be able to: Reflect upon and critically evaluate theories and concepts underpinning green and sustainable entrepreneurship and venture creation. Understand and discuss critically the linkages between entrepreneurship and venture creation, development and growth within the context of green and sustainable opportunity exploitation in new and existing organisations. Understand and discuss critically the issues which are relevant in the identification and screening of opportunities within the green and sustainable economy, for commercialisation and exploitation within new and existing ventures. Understand how to develop and articulate social impact models for new social ventures. Choose the appropriate social venture model for their social or environmental goals.

Interactivity Type

Interactive lectures, seminars

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxbust10143.htm The aim of the course is to enhance students' capabilities to recognise, critically assess and articulate opportunities related to the green and social economy; to understand the resources required to underpin venture development and growth; and know from where and how to access these resources. The course also seeks to help participants to develop a greater awareness of their personal goals, motivations, strengths and limitations in the context of ventures creation and growth in the social and sustainable market space, whether that is in the context of forming new ventures, joining a young venture or looking to initiate a new business activity within an existing organisation. Students will engage directly with venture creation practice by evaluating opportunities in the green business to business marketplace and analysing the feasibility of new green and social business models. They will conduct primary and secondary research on local or social ventures to evaluate their impact model and assess their ability to drive forward social change. Seminar discussions will focus on multiple business cases of green and social businesses to highlight the challenges their founders have faced and how they develop their green or social strategies.

Supporting Links

Examples of course syllabi with course-level RME learning goals: Sustainable Finance

Examples of course syllabi with course-level RME learning goals: Sustainable Finance

Department

Business School

Learning Object Subject

Sustainable Finance

Educational Level

UG

Learning Outcome

On completion of this course, the student will be able to: Critically analyse the impacts of ESG on the economy and finance sector. Demonstrate a critical understanding of methodologies for quantifying and managing ESG risks. Conduct a critical examination of various theories and actual practices within the realm of sustainable finance. Assess and appraise the necessity for regulatory frameworks. Develop the capability to formulate plans and suggest strategies for enterprises and asset managers that emphasise generating impact in addition to financial returns.

Interactivity Type

Interactive lectures, seminars

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxbust10169.htm The course will initially present evidence regarding the economic and financial implications of ESG, followed by an examination of the resultant policy and regulatory measures. A critical review of empirical research exploring the impact of ESG on financial markets will prompt students to contemplate innovative perspectives on how changing views of ESG influence established financial markets.

[Supporting Links](#)

Examples of course syllabi with course-level RME learning goals: Business Strategy for Environmentally-Suitable Futures - Executive Education

Examples of course syllabi with course-level RME learning goals: Business Strategy for Environmentally-Suitable Futures - Executive Education

Department

Business School

Learning Object Subject

Business Strategy for Environmentally-Suitable Futures - Executive Education

Educational Level

executive Education

Learning Outcome

On completion of this course, the student will be able to: Demonstrate an understanding of past, current and future developments related to climate change and businesses. Know the different aspects that businesses need to consider when confronted with a specific climate change-related challenge. Chose adequate mitigation and/or adaptation activities for individual businesses. Critically examine the opportunities and pitfalls of climate change for businesses. Be able to act as a business consultant and advice a business on low carbon decisions.

Interactivity Type

Lectures

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxbust11238.htm Currently, businesses are largely treated as organisations that are impacted by climate change and the asociated environmental challenges, rather than being important participants, and possibly leaders, in attaining a low carbon society. The students will learn to challenge this interpretation of businesses by gaining

an in-depth understanding of the ways in which businesses can react to, and are impacted by, climate change. More specifically, the students will gain expertise on why and how businesses make decisions on climate change and in which way such decisions are linked to the socio-economic surroundings of businesses. The course will prepare the students to be future business leaders that engage with climate change in sustainable, profitable and meaningful ways. At the heart of the course are a number of case studies from private and/or public sector organisations. The students are asked to review these private and/or public sector organisations and to address and solve one of their low carbon related concerns. This allows the students to apply their academic knowledge and industry experience to a business situation.

Supporting Links

Examples of course syllabi with course-level RME learning goals: Business and Climate Change

Examples of course syllabi with course-level RME learning goals: Business and Climate Change

Department

Business School

Learning Object Subject

Business and Climate Change

Educational Level

TPG

Learning Outcome

On completion of this course, the student will be able to: Understand and critically evaluate the impacts climate change has on business (and vice versa) Identify climate change-related strategic risks and opportunities Apply tools and practices associated with measuring, reporting and analysing carbon emissions Identify and apply mitigating and adapting to climate change to individual businesses Know, evaluate and advise on the role and responsibility that businesses have on leading towards a low carbon economy

Interactivity Type

Lectures

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxecnm11033.htm Climate change brings significant risks for natural and social systems costing at least 5% and up to 20% of global GDP each year. These developments pose fundamental challenges to the way in which society is organised and governed and will multiply existing threats at a very rapid pace. An increasing number of studies therefore advise that an interdisciplinary effort from businesses, society and policy

makers alike is needed to respond to these challenges. The course Business and Climate Change challenges students to think about climate change in the context of businesses' current and future decision-making. Currently, businesses are largely treated as organisations that are impacted by climate change, rather than being important participants, and possibly leaders, in attaining a low carbon society. The students will learn to challenge this interpretation of businesses by gaining an in-depth understanding of the ways in which businesses can react to, and are impacted by, climate change. More specifically, the students will gain expertise on why and how businesses make decisions on climate change and in which way such decisions are linked to the socio-economic surroundings of businesses. The course will prepare the students to be future business leaders that engage with climate change in sustainable, profitable and meaningful ways.

Supporting Links

Examples of course syllabi with course-level RME learning goals: The Accounting Profession

Examples of course syllabi with course-level RME learning goals: The Accounting Profession

Department

Business School

Learning Object Subject

The Accounting Profession

Educational Level

UG

Learning Outcome

On completion of this course, the student will be able to: Describe and discuss critically the principal theories which seek to explain and interpret professionalisation projects. Relate and discuss the structure and development of the accountancy profession in the UK and globally, including the power of the multinational accounting firms and assess the impact of commercialisation on accounting professionalism. Understand and critically discuss the importance of recruitment and socialisation processes to the construction of the professional accountant. Understand and critically discuss the significance of class, gender and race as barriers to recruitment and career building in the accountancy profession. Analyse critically the changing patterns of professional work and professional ethics in accountancy and interfaces with other professions.

Interactivity Type

Lectures

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxaccn10027.htm The course is designed to offer historical and contemporary insights to issues such as: the problematic organisation of the accountancy profession; the power of accountancy firms; the changing scope of professional work; shifting boundaries with other professions; the accountancy profession in the global economy; exclusion from the profession on the basis of class, gender and race; diversity and equality; threats to accounting professionalism; and challenges to professional ethics.

[Supporting Links](#)

Upwards trend in responsibility-related topics in student dissertations: Courses with RME in the course-level learning goals
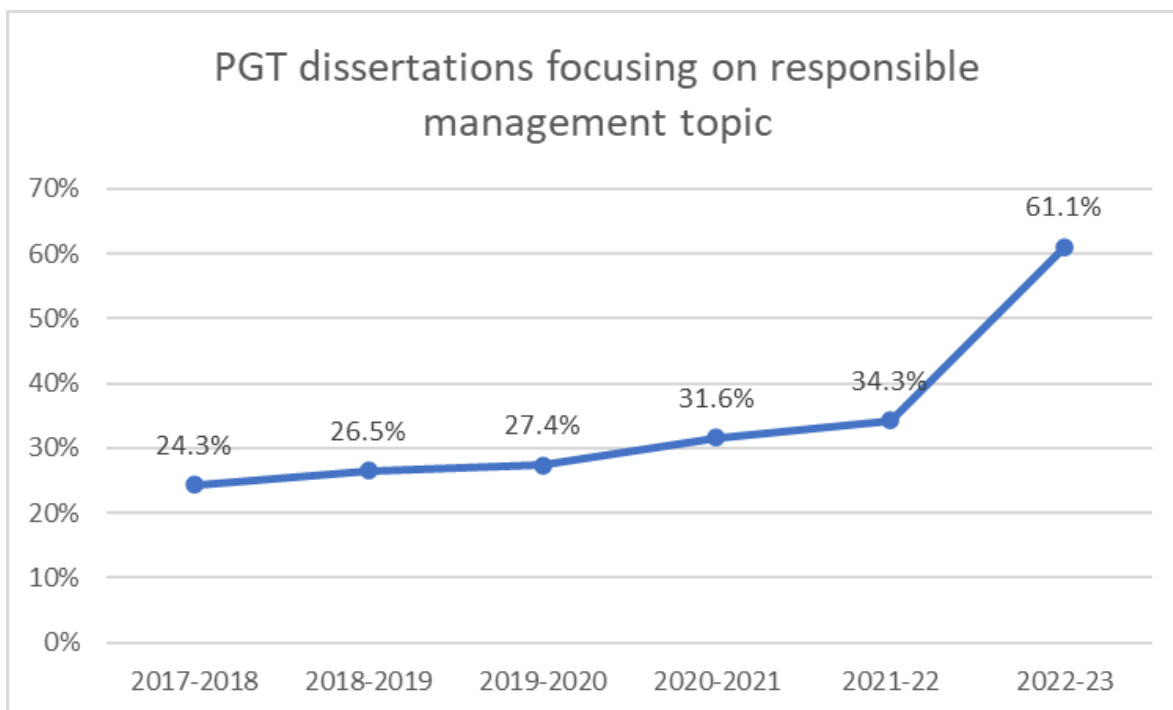
The University of Edinburgh Business School offers a range of RME-focused courses at all levels (UG, TPG, Executive teaching). We here provide the details of some of those courses (please see the objects in this question) as well as the link to our course catalogue where visitors can navigate through the full list of courses and explore all the RME-focused courses we offer:
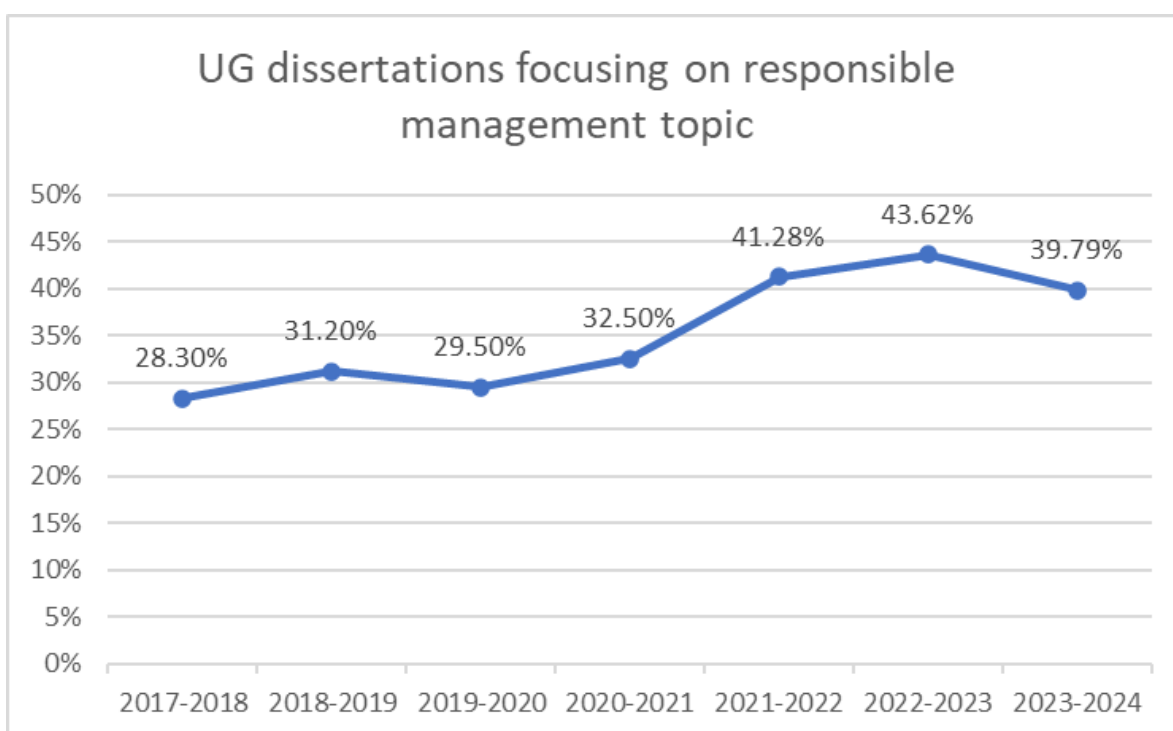http://www.drps.ed.ac.uk/24-25/dpt/cx_sb_bust.htm
http://www.drps.ed.ac.uk/24-25/dpt/cx_sb_accn.htm

As an indicator of our commitment to responsibility-related courses and topics, we also here provide the portion of students undertaking a dissertation on a responsibility-related topic through the years.

An indicator of the impact of the RME focused courses, in addition to RME topics taught across most of our courses, is the healthy portion of students in the overall cohort who choose to work on a RME-focused topic for their dissertation. The continued efforts in embedding RME are reflected in the increasing trend of responsibility focused topics in both TPG and UG dissertations, as the graphs below depict.

PGT dissertations focusing on responsible management topic

and

UG dissertations focusing on responsible management topic

Examples of course syllabi with course-level RME learning goals: Global Challenges for Business

Department

Business School

Learning Object Subject

Undergraduate Course: Global Challenges for Business

Educational Level

UG

Learning Outcome

Business in a global context with topics taught including (although these may vary based on dominant and pressing issues which emerge): o Understanding Business (its roles and responsibilities in society; traditional forms of organising and the implications of these; alternative organisational forms and their traction in society); o Digital Disruption (digital advances and impacts on firm structures and practices; emergence of new business models such as the shift of a collaborative economy; enablement and empowerment versus loss of jobs and alienation); o Globalisation (the process of international integration arising from the interchange of world views, products, ideas and mutual sharing; advances in transportation, telecoms, internet, mobile; implications of these for trade, transactions, economic and cultural development; the movement of people and dissemination of knowledge including winners and losers from this process); o Environmental disruption (including climate change, water, energy, food and clear air; how this creates uncertainty and opportunity; impacts on resource insecurity; market shifts and their implications); o Changes in Consumption (growth of emerging economies; markets at the bottom of the pyramid; consequences of demographic changes; rethinking consumption and the movement to an 'experience' economy); o New Forms of Work (changing expectations of 'work' especially relating to generational shifts, implications of digital disruption on engaging workers, implications of issues including digital disruption and global inequality on workers' rights and conditions; role of leadership in this changing context).

Interactivity Type

Interactive lectures, seminars

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxbust08035.htm The aim of Global Challenges for Business is twofold: to act as a "transition course" to support students at the start of their undergraduate degree, and give students an understanding of the nature of "business" and the global, societal context in which business functions. While both aims are pursued simultaneously through the semester, the "transition" element is specifically addressed with skills sessions and components to acclimatise students to university learning, and how to achieve positive university outcomes. The business component is addressed through consideration of topics such as digital, environmental and social disruption facing business, and trends including consumption and the future of work. By applying the skills to the topics, students learn the importance and value of critical thinking, discussion, and argument.

[Supporting Links](#)

Supporting Links

Examples of course syllabi with course-level RME learning goals: Business Ethics

Department

Business School

Learning Object Subject

Business Ethics

Educational Level

UG

Learning Outcome

On completion of this course, the student will be able to: Understand and discuss critically the scope and content of ethical theory (including its limitations) and its relevance for diverse institutional and operational business contexts, and individual choice and agency. Articulate and discuss critically various philosophical principles and theories which underpin conceptions of 'ethical' or 'unethical' behaviour in different contexts. Apply the theoretical precepts of ethical theory in order to evaluate real-life situations, clarify ethical alternatives, articulate associated moral values and be able to explain techniques of moral reasoning. Understand and discuss critically the content, objectives and limitations of corporate social responsibility policies.

Interactivity Type

Interactive lectures, seminars

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxbust10004.htm The course content is designed around the following components: (i) a perspective on the moral content of managerial agency and corporate impact; (ii) a review and analysis of the range of theories within the field of moral philosophy; (iii) a critical analysis of the economic (markets) and organisational (commercial entities) contexts within which ethical or unethical decision making and practice operates; and (iv) an insight into applied ethics through the analysis of case studies and insights into codes of practice.

Supporting Links

Examples of course syllabi with course-level RME learning goals: Business and Sustainability

Department

Business School

Learning Object Subject

Business and Sustainability

Educational Level

UG

Learning Outcome

On completion of this course, the student will be able to: Understand sustainability as a systems condition and assess the role of businesses in systems change. Understand how business models and organisational cultures can help transform business practice. Critically assess the role of future business leaders in creating sustainable organisations. Understand and discuss some of the core challenges that businesses face in the systems and business transformation.

Interactivity Type

Seminars

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxbust08055.htm Todays sustainability challenges are varied and include grand challenges such as climate change, environmental degradation, poverty, and inequality. The aim of this course is to develop the understanding of the role that organisations can and will have to play in achieving the system-wide changes that are required for a sustainable future. Therefore, the course is designed to introduce students to sustainability as a systems condition. We will explore how organisations need to assess their role within this system, what organisations can do to help drive system-change as well as to develop more sustainable business models, products, and services. To help students develop and understanding of the challenges that business leaders face, this course will reflect on the complexities of implementing transformative changes into business practice. In doing so, we will move from the societal to the individual level, and explore how the different levels are interrelated. This course introduces students to both mainstream and non-mainstream theories on sustainability and leadership, as part of the larger efforts to decolonise the curriculum, which not only helps students learn about different understanding and approaches but also exposes them to a wider toolkit on which they can draw to meet sustainability goals.

[Supporting Links](#)

Examples of course syllabi with course-level RME learning goals: Organising for Social Change: Creating Value and Impact

Examples of course syllabi with course-level RME learning goals: Organising for Social Change: Creating Value and Impact

Department

Business School

Learning Object Subject

Examples of course syllabi with course-level RME learning goals: Organising for Social Change: Creating Value and Impact

Educational Level

UG

Learning Outcome

n completion of this course, the student will be able to: Demonstrate an understanding of opportunities and challenges facing 3rd sector organisations. Demonstrate a capacity to work in groups and resolve difficulties. Display an ability to reflect upon one¿s experience and its significance to learning. Be able to critically analyse the stakeholder environment of an organisation engaged in social enterprise. Demonstrate the ability to gather, synthesise and analyse information to develop a compelling argument.

Interactivity Type

Lectures

Learning Object Description

http://www.drps.ed.ac.uk/24-25/dpt/cxbust08037.htm n recent years we have seen substantial growth in the number of '3rd sector' organisations such as social enterprises, B-corporations and other organisational forms whose primary organisational purpose is to further social and environmental objectives. Increasing interest is evidenced by the growth of events such as SE Career Days, Makeyourmark#, and student societies such as FreshSight. This course covers a range of issues relevant to 3rd sector organisations including: 1. Why the 3rd sector? The history and context of how and why 3rd sector organisations serve needs that are unmet by the private and governmental sectors. How do these organisations create value and generate impact for the community? 2. Understanding the stakeholder environment. These organisations compete in a complex political economic environment of diverse and often conflicting stakeholder demands. Understanding this environment is crucial for survival and growth. 3. Current issues in the 3rd sector. 3rd sector managers consistently face a number of issues including: procuring and allocating resources, measuring social impact and stakeholder communications. This course has several features including: (a) Learning engagement i. Practical contextualisation - discussions with guest speakers from Edinburgh's 3rd sector ii. Experiential learning - students will be required to volunteer at least 3 days in a 3rd sector organisation iii. Workshops - to allow for more engaging discussion. b) Reflective learning - students will make regular blog entries to reflect on their progress in understanding the 3rd sector, make sense of their experience within their 3rd sector organisation and challenges

faced in their groupwork project. c) Groupwork project - students will work in multidisciplinary groups to do a research project on some issue or topic of relevance to the 3rd sector, which will be delivered in a video format.

[Supporting Links](#)

Program-Level RME Integration

Description of degree programs with RME in the program-level learning goals and assessment rubrics

Our programmes at all levels (UG and TPG) have as a learning outcome the ability to *'identify and evaluate social, cultural, global, ethical and environmental responsibilities and issues'*, an outcome which is associated with skills and abilities in personal effectiveness of graduate attributes.
Several programmes have additional ERS focused learning outcomes, most distinctively programmes with a special focus on sustainability as well as programmes with professional bodies' accreditation, which incorporate profession specific ethical standards.

Our programmes at all levels (UG and TPG) have as a learning outcome the ability to *'identify and evaluate social, cultural, global, ethical and environmental responsibilities and issues'*, an outcome is associated with skills and abilities in personal effectiveness of graduate attributes.

Several programmes have additional ERS focused learning outcomes, most distinctively programmes with a special focus on sustainability as well as programmes with professional bodies' accreditation, which incorporate profession specific ethical standards.

For example, the MSc [Climate Change Finance & Investment](#) has as learning outcomes, which are associated with core knowledge and understanding of graduates, the ability to: Explain and evaluate the current state of climate change science and key climate change policy initiatives; Understand how to incorporate environmental and climate issues in project finance in the energy sector; Describe and critically evaluate the structure and dynamics of the major global, regional and national-level carbon markets; Explain and apply practices and procedures of carbon accounting; Critically evaluate how governments provide and catalyse national and international climate finance; Understand and apply methods for assessing climate risk and alignment with climate goals.
The MSc [Global Strategy & Sustainability](#) which is also distinctive for its focus on sustainability has as learning outcomes in knowledge and understanding the ability to critically and strategically assess existing our understanding about a range of issues within the field of business, and its systemic relationship to research-based knowledge of environmental

sustainability and social impact; the role of practices, processes and policies in enabling organizational performance, sustainability and equity; and the challenges and opportunities for developing and implementing these new practices, processes and policies. Furthermore, the programme focuses on developing students' personal and intellectual autonomy to engage with diverse stakeholder groups to deliver creative, sustainable and equitable solutions to specific problems.

Examples of programmes which incorporate profession specific ethical standards include the MA Honours in Accounting and Business and the MA Honours Accounting and Finance which are accredited by the Institute of Chartered Accountants of Scotland (ICAS), the Institute of Chartered Accountants in England and Wales (ICAEW), the Chartered Institute of Management Accountants (CIMA) the Association of Chartered Certificated Accountants (ACCA) the Chartered Institute of Public Finance and Accountancy (CIPFA); as well as the Association of International Accountants. Accountants' professional bodies adhere to strict ethical standards which shape our teaching and learning outcomes. Another example, is the CIPD accredited MSc Human Resource Management and MSc International Human Resource Management, with its distinctive focus on principles-led professionalism in people management, as reflected in the CIPD Profession Map.

You may read through all our programmes' learning outcomes in the following page by clinking on the DPS icon next to each programme title: http://www.drps.ed.ac.uk/24-25/dpt/drps_bus.htm

The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

Description of the Signatory Member's pedagogical approach, which involves RME in all degree program design and pedagogical innovations

As discussed in our 2020-2022 SIP (https://www.business-school.ed.ac.uk/sites/default/files/2022-06/UEBSSIP2022.pdf), in 2020 the University of Edinburgh Business School adopted ten key competences comprising our 'Graduate Competency Framework' (https://www.join.business-school.ed.ac.uk/competency-framework).
The Framework provides a systematic approach to embedding competencies in programmes and courses, in such a way that all programmes cover all competencies. Notably, five out of ten competences are directly associated with Ethics Responsibility and Sustainability (C2, C3, C4, C7, C9) and three further competences make at least a reference to responsible behaviour (C1, C5, C6, C10).

We here provide an illustrative example of how the GCF is utilised to understand students' perceptions of developing each of the ten competences.

We offer as an example, the 2021-22 & 2022-23 MSc cohorts' self-assessed confidence of Competence 4 to showcase that in nearly all our programmes students feel confident about developing the particular skill during their studies:

C4. Ethical, Responsible and Sustainable Business Behaviour

Name of Programme	2021-22				2022-23			
	rate of response	Very confident	Confident	Not very confident	rate of response	Very confident	Confident	Not very confident
MSc Accounting and Finance	17.10%	57.14%	42.86%		26.53%	46.15%	46.15%	7.69%
MSc Banking Innovation and Risk Analysis	45.80%	45.45%	36.36%	18.18%	14.29%	50.00%	50.00%	
MSc Business Analytics	33.90%	60%	40%		26.42%	42.86%	57.14%	
MSc Climate Change Finance and Investment	31.80%	57.14%	42.86%		44.19%	89.47%	10.53%	
MSc Entrepreneurship and Innovation	19.00%	37.50%	62.50%		36.36%	43.75%	50.00%	6.25%
MSc Finance	17.00%	50%	50%		24.14%	47.62%	52.38%	
MSc Finance Technology and Policy	22.20%	66.67%	33.33%		26.67%	56.25%	43.75%	
MSc Human Resource Management	22.20%	33.33%	50%	16.67%	21.95%	22.22%	77.78%	
MSc International Human Resource Management	22.90%	81.82%	18.18%		36.84%	57.14%	42.86%	
MSc Management	28.60%	44.44%	50%	5.56%	30.23%	53.85%	38.46%	7.69%
MSc Marketing and Business Analysis	7.70%	50%		50%	30.14%	81.82%	18.18%	
MSc Marketing	20.00%	66.67%	33.33%		11.90%	60.00%	40.00%	
MSc by Research*	66.67%		50%	50%	75.00%	66.67%	33.33%	
MBA	60.80%	58.06%	32.26%	9.68%	60.00%	33.33%	66.67%	

* Annually only 3-4 students.

RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Description of the business model with RME in all educational efforts

In addition to mapping programmes and courses against the Graduate Competences Framework (https://www.join.business-school.ed.ac.uk/competency-framework), the University of Edinburgh Business School strives to embed RME in all educational efforts. We have embarked in a journey whereby all educational efforts are encouraged to map their activities against the Graduate Competences Framework with its distinctive focus on RME.

For example, two flagship programmes of the School's coaching culture, the UG Edinburgh Award with its two pathways, one for Professional Development and one for Effective and Responsible Leadership, already develop to some extent RME focused graduate competences such as Competence 2, Effective Emotional Intelligence (*Understand oneself and others, through critical reflection, diversity awareness, and empathic development, in order to maximise individual and collective resilience, and personal and professional potential*) and Competence 3, Authentic Leadership (*Act with integrity, honesty, and trust in all business stakeholder relationships, and apply ethical reasoning to effective decision making, problem solving, and change management*). (Please see detailed examples in our impact statement.)

Mapping coaching and other student development activities against the Graduate Competence Framework, will offer a comprehensive picture of the RME competences developed and in the process we anticipate an more conscious redirection of learning outcomes to RME-focused attributes.

We here offer some examples of RME-focused sessions in extra-curricula activities and their take-up by students.

Student development workshops such as 'Leadership: essential skills to flourish as a leader' or 'Resilience: Managing Stress & Anxiety' focus on a conception of successful leadership which is equated to facilitating human flourishing (the most successful leaders are the ones who can create environments where people can Flourish) and a conception of people as vulnerable and interconnected, who can build resilience by better understanding the socio-economic factors undermining mental health.

Coaching and student development workshops are open to all students and are compulsory for MBA students (they are integrated into their programme). We are happy to see a large portion of students taking up the opportunity to engage with our workshops. The data below are indicative of this engagement. They show the number and portion PG students that attended the Edinburgh Award programme (https://www.business-school.ed.ac.uk/index.php/about/coaching-culture) offering a series of coaching and personal development workshops:

Year No. of students coached via PG Edinburgh Award % of total MSc cohort

19/20 280 (34% increase) 45%

20/21 214 (24% decrease) 35%

21/22 219 (2% increase) 36%

22/23 268 (22% increase) 39%

23/24 303 (13% increase) 53%

No. of students coached via UG Ed Award

Year for Effective and Responsible Leadership % of total cohort

2022 Year 3 Cohort 72 23%

2022 Year 3 Cohort 60 20%

2023 Year 3 cohort 95 28%

2023 Year 4 cohort 43 10%

We note a relative decrease of engagement at PG level during the pandemic years but a record participation in the current year (23/24).

We are planning to start monitoring UG student participation for reporting purposes too.

Mapping coaching and other student development activities against the Graduate Competence Framework, will offer a comprehensive picture of the RME competences developed and in the process we anticipate an more conscious redirection of learning outcomes to RME-focused attributes.

Research

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

✎ RME Elements in Research

University of Edinburgh Business School incorporates responsible management education into its research endeavors through 5 different methods:

Required Research Reporting

Regular reporting of responsibility-related research publications

We here explain our approach to reporting responsibility-related research publications. Whilst academic members of staff are not expected to report responsibility-related outputs per se, the Ethics, Responsibility and Sustainability committee developed a reporting tool which helps identify responsibility-related research outputs at any period of time.

All research outputs must be registered via our research management system PURE, preferably within three months of acceptance for publication.
Whilst academic members of staff are encouraged but not expected to report responsibility-related outputs per se, the Ethics, Responsibility and Sustainability committee developed a reporting tool to monitor responsibility-related research outputs at any period of time.
We cant thus report that in the period 1 March 2022 (the last time the School reported to the PRME) until 15 August 2024:

- 44.3% of all articles published (or accepted for publication) in a peer-reviewed academic journal focused on a responsibility related research topic
- 50% of all book chapters or books (published or in press) focused on a responsibility related research topic
- 44% of (commissioned) reports focused on a responsibility related research topic

Regular Research Seminars

Examples of responsibility-related regular research seminars

We here provide the link to the Centre for Business, Climate Change, and Sustainability (B-CCaS) events' page to showcase a range of responsibility-related research seminars regularly taking place. The events page also includes public talks, panel discussions and other events on climate change and sustainability. https://bccas.business-school.ed.ac.uk/events

Date

April, 2024 - April, 2024

Location

University of Edinburgh Business School, 29 Buccleuch place, Edinburgh

Speakers

Please see the full list with the names of the event speakers

[Supporting Links](#)

Please see the full list with the titles of the events

Research Conferences

Examples of responsibility-related conferences: Energy, Climate & Finance workshop

Energy, Climate & Finance workshop Wednesday 8 May 2024 – Friday 10 May 2024 In May of this year, the Centre for Business, Climate Change and Sustainability (B-CCaS) hosted the third workshop of Energy, Climate and ESG. This conference explored critical topics at the intersection of climate change, energy, finance and sustainability. From dissecting the role of finance in the climate change battle to uncovering the materiality of physical and transition risk, from using meteorological datasets to gain insights into extreme events to best practice in conducting climate change scenario analysis. Join us as we navigate the intricate realm of climate change, finance, and energy markets. https://bccas.business-school.ed.ac.uk/events/workshop-programme

Date

May, 2024 - May, 2024

Location

University of Edinburgh Business School, 29 Buccleuch place, Edinburgh

Speakers

Please see the full list with the names of the event speakers in the link provided

[Supporting Links](#)

Wednesday 8 May 2024 – Friday 10 May 2024 In May of this year, the Centre for Business, Climate Change and Sustainability (B-CCaS) will host the third workshop of Energy, Climate and ESG. This conference will explore critical topics at the intersection of climate change, energy, finance and sustainability. From dissecting the role of finance in the climate change battle to uncovering the materiality of physical and transition risk, from using meteorological datasets to gain insights into extreme events to best practice in conducting climate change scenario analysis. Join us as we navigate the intricate realm of climate change, finance, and energy markets.

Examples of responsibility-related conferences - 2024 Edinburgh World-Class Workshop in FinTech and Sustainable Finance

2024 Edinburgh World-Class Workshop in FinTech and Sustainable Finance

Date

June, 2024 - June, 2024

Location

40 George Square, The University of Edinburgh Newington EH8 9JX

Speakers

Professor Jonathan Batten, Professor Guojun He, Professor Huimin Zhao, and Professor Yizhe Dong

[Supporting Links](#)

This workshop brings together excellent academics, journal editors, PhD students and early-career researchers, and provides them with an opportunity to present new research findings in fintech and sustainable finance and get valuable feedback from guests and editors including Professor Jonathan Batten, Professor Guojun He, Professor Huimin Zhao, and Professor Yizhe Dong.

Examples of responsibility-related conferences - GENMAC 2024 Conference

The GENMAC 2024 Conference, organised and hosted by the University of Edinburgh Business School brings together scholars across disciplines, methodological and theoretical positions to share their insights on gender, markets, consumption and society with queer, novel, and querying perspectives.

Date

June, 2024 - June, 2024

Location

University of Edinburgh Business School, 29 Buccleuch place, Edinburgh

Speakers

Please see the programme attached

The three-day conference will include plenary sessions; a full conference programme of presentations, panel discussions, poster presentations, Arts-based research track (including photography, painting, art installation, film/video and a poetry); networking opportunities and a vibrant social programme of to make the most of your visit to this beautiful city.

| GENMAC programme | View document ↗ Download document ⬇ |

PhD-Level RME Courses

Examples of PhD-level course syllabi with course-level RME learning goals: Research Skills in the Social Sciences: Data Collection

Several of the courses available to PhD students include RME learning goals, most notably topics on research ethics. We here provide the example of the course Research Skills in the Social Sciences: Data Collection (http://www.drps.ed.ac.uk/22-23/dpt/cxpgsp11016.htm)

Department

School of Social and Political Science

Learning Object Subject

Research Skills in the Social Sciences: Data Collection

Educational Level

PG, PhD

Learning Outcome

On completion of this course, the student will be able to: Demonstrate knowledge and understanding of the principal methods of data collection used by social scientists Plan and use one or more of these methods in developing an empirical research project Critically reflect on the appropriateness and effectiveness of different methods in different circumstances Discuss the essential problems and methods of data collection with peers and others, both orally and in writing Display appropriate levels of responsibility in working alone and in collaboration with others, notably in the application of ethical and other professional guidelines

Interactivity Type

Interactive lectures, seminars

Learning Object Description

Data Collection is concerned with the techniques and practices of doing empirical research. This course teaches professional competence in gathering information by talking to people, collecting documents, conducting surveys and observing social interaction. We cover a range of associated issues, including identifying and using different sources; recruiting and negotiating access to research respondents; formulating questions and managing interviews and focus groups; sampling populations and designing surveys; recording observations; research ethics, and analysing qualitative data.

Supporting Links

Examples of PhD-level course syllabi with course-level RME learning goals: Qualitative Methods and Ethnographic Fieldwork

Several of the courses available to PhD students include RME learning goals, most notably topics on research ethics. We here provide the example of the course Qualitative Methods and Ethnographic Fieldwork

Department

School of Social and Political Science

Learning Object Subject

Qualitative Methods and Ethnographic Fieldwork

Educational Level

PG, PhD

Learning Outcome

On completion of this course, the student will be able to: Demonstrate proficiency in specialised ethnographic research methods, especially participant-observation and field note-taking; demonstrate familiarity and experience with other methods, including archival research, testimony collection, and multispecies ethnography. Have effectively planned and carried out a field-based project. In this project students will demonstrate methodological flexibility and creativity, adapting ethnographic methods to dynamic fieldwork contexts and developing research tools specific to that context Demonstrate a critical understanding of the key ethical issues surrounding ethnographic research Draw on original ethnographic material to make an argument and be able to evaluate other arguments made on these terms Develop their capacity for working within a research community, providing feedback on and suggestion for others' research and engage and learn from the feedback of others

Interactivity Type

Interactive lectures, seminars

Learning Object Description

This course is designed to give postgraduate students practice in gathering and analysing ethnographic data using a variety of qualitative methods, primarily participant-observation, but also interviewing, textual analysis, and visual methods. We also address the ethical issues presented by ethnographic fieldwork. Most importantly, this class is focused on the epistemological underpinnings of ethnography. Throughout the course students learn to approach ethnography not only as a methodological framework, but also as a way of seeing, knowing, and being in the world. This approach in turn shapes the form and content of arguments made on the basis of ethnographic research.

[Supporting Links](#)

Examples of PhD-level course syllabi with course-level RME learning goals: Qualitative Research Methods

Several of the courses available to PhD students include RME learning goals, most notably topics on research ethics. We here provide the example of the course Qualitative Research Methods

Department

Business School

Learning Object Subject

Qualitative Research Methods

Educational Level

PG, PhD

Learning Outcome

On completion of this course, the student will be able to: Identify the role of qualitative business research in the discipline of business. Understand different ontologies and epistemologies. Understand research ethics requirements. Plan and conduct different methods of data collection. Analyse different forms of qualitative data.

Interactivity Type

Interactive lectures, seminars

Learning Object Description

Qualitative Research Methods introduces students to issues of research idea generation, ethics, research design, and qualitative methods for use in business dissertations. It will help students choosing a dissertation topic, research questions and appropriate qualitative methods required for their major piece of independent research and their future work in business.

[Supporting Links](#)

Examples of PhD-level course syllabi with course-level RME learning goals: Quantitative Research Methods

Several of the courses available to PhD students include RME learning goals, most notably topics on research ethics. We here provide the example of the course Quantitative Research Methods

Department

Business School

Learning Object Subject

Quantitative Research Methods

Educational Level

PG, PhD

Learning Outcome

On completion of this course, the student will be able to: Identify the role of quantitative method in the discipline of business Understand the differences between quantitative and qualitative research methods. Plan and conduct different methods of data collection and understand research ethics requirements Plan and conduct different methods of data collection and understand research ethics requirements Analyse different forms of quantitative data Understand and be able to use different quantitative methods for data analysis

Interactivity Type

Interactive lectures, seminars

Learning Object Description

Quantitative Research Methods aims to introduce students to research idea generation, ethics, and basic quantitative methods in business area for their dissertation. It helps students choosing dissertation topic, questions and facilitates all necessary quantitative methods that are required for that major piece of independent research as well as their future work in business area.

[Supporting Links](#)

Partner

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

✎ Partnership Approaches for RME

University of Edinburgh Business School partners with external stakeholders to advance responsible management education through 4 different approaches:

External Community Dialogue

Description of partnering activities that involve dialoguing

We host a range of partnering activities that involve dialoguing on responsibility-related topics.

Examples of such events include:

- Responsible AI in People Management. This was our 2024 annual joint event with the people management professional body CIPD South East Scotland Branch. The event took place in February 2024 with Olivia Gambelin, AI Ethicist, Founder and CEO of Ethical Intelligence as the keynote speaker (https://www.business-school.ed.ac.uk/event/bringing-human-values-in-ai-design-in-people-management)
- The positive impacts of hybrid work on the quality of working life. This was our 2024 annual joint event with the people management professional body CIPD South East Scotland Branch. Speakers: Beth Cocker from the Fair Work Convention and Dr Lila Skountridaki of the University of Edinburgh Business School (https://www.business-school.ed.ac.uk/event/the-positive-impacts-of-hybrid-work-on-the-quality-of-working-life).
- Meaningful Entrepreneurship: Exploring Inner Lives of Entrepreneurs and the Pursuit of Impactful Venture. Panel discussion on purpose-driven entrepreneurship with Augusto Rocha (Chair), Lecturer in Entrepreneurship and Innovation, University of Edinburgh Business School; Elizabeth Smith, Founder of Gradatim; Farai Munjoma, Founder & CEO, Shasha Network; University Ambassador for Enterprise, Edinburgh Innovations; Jack McMillan, Enterprise Officer Edinburgh Innovations (https://www.business-school.ed.ac.uk/event/meaningful-entrepreneurship-exploring-inner-lives-of-entrepreneurs-and-the-pursuit-of-impactful-venture-26-sep-2023).
- Inclusive and Sustainable Finance: Leadership Ethics and Culture. A panel event, jointly organised with the Library of Mistakes in May 2023, with Professor Atul Shah (keynote speaker), Russell Napier, Founder of the Library of Mistakes (panellist), Professor Christine Cooper, University of Edinburgh Business School (panellist) and Professor Charles Munn, former CEO of the Chartered Institute of Bankers in Scotland (panellist) (https://www.business-school.ed.ac.uk/event/inclusive-and-sustainable-finance-leadership-ethics-and-culture-atul-shah).
- Codesign with vulnerable adults: lessons for research and practice from the UK Healthy Ageing Programme. This workshop took place in April 2023 ad was for policy-makers, public service practitioners and managers in Scotland, and for academics within the

public management discipline. It braught together the lessons from theory, research and practice in Scotland to encourage participants to develop an understanding of what virtual and face-to-face codesign with vulnerable persons looks like in practice. Presenters: Colin Foskett Head of Innovation, Blackwood Homes and Care, Stephen Osborne University of Edinburgh, Joanne Macfarlane University of Edinburgh, Luke Jeavons Head of User-Centred Design – Major Programmes, Scottish Government, Jakob Trischler Karlstad University, Chris Speed University of Edinburgh (https://www.business-school.ed.ac.uk/event/codesign-with-vulnerable-adults-workshop).

- Sustainable Finance Policy, Practice and Greenwashing Detection - a panel discussion. The evening discussion was chaired by Dr Theodor Cojoianu, Senior Lecturer in Sustainable Finance & Member of the EU Platform on Sustainable Finance (2020 - 2025) and will featured insights from the panellists Lily Dai, Senior Research Lead, Sustainable Investment, FTSE Russel, Serge Giacomotto, Policy Officer, European Commission, Directorate-General for Climate Action, Professor Chris Speed, Chair of Design Informatics at the University of Edinburgh, Fabiola Schneider - Assistant Professor in Finance, Dublin City University Business School (https://www.business-school.ed.ac.uk/event/sustainable-finance-policy-practice-and-greenwashing-detection)
- Dr Ian Cochran participated on the First Minister's Investor Panel, which published its recommendations in November 2023: B-CCaS welcomes the release of the final recommendations of the Scottish First Minister's Investor Panel | B-CCaS (ed.ac.uk).
- Dr Ian Cochran participated in the Scottish Government's Green Heat Finance Taskforce: B-CCaS welcomes the release of the Scottish Government's Green Heat Finance Taskforce's First Report | B-CCaS (ed.ac.uk).

Knowledge Translation and Dissemination

Description of partnering activities that involve informing

We host a range of events promoting knowledge translation and dissemination

We also offer training on organisations who wish to educate their personnel on sustainability, climate change and net zero. A recent examples include the

- Dundas Global Investors programme: A suite of informative discussion-based sessions between January 2024 and March 2024 which enabled colleagues to have informed conversations on issues related to sustainability, organisational purpose and stewardship (https://www.business-school.ed.ac.uk/executive-education/case-studies/dundas-global-investors)
- NatWest Group climate education programme: The programme aims to enable people to take ownership and act; equip colleagues in priority roles with the capability to do their job, manage climate-related risks and support customers to transition; inspire climate

action and innovation through learning, thought leadership and global outreach (https://www.business-school.ed.ac.uk/executive-education/case-studies/climate-transformation)

Examples of such events include inaugural lectures, our non-executive Director Programme Series, or public talks:

- Afshin Mehrpouya Inaugural Lecture - Governing through performance measurement? A reflection on the expanding role of accounting technologies of self -in governance of citizens. This talk took place in December 2023 and was based on Afshin Mehrpouya's research relating to the role of performance measurement systems outside their typical abode which is business management (https://www.business-school.ed.ac.uk/event/afshin-mehrpouya-inaugural-lecture-governing-through-performance-measurement).

- Sustainability in the Boardroom, Non-executive Director Programme Series. Rob Woodward, Chair, MET Office, shared his insight into the role of the Non-executive Director in driving sustainability across the organisation (https://www.business-school.ed.ac.uk/event/sustainability-in-the-boardroom).

- Corporate Stewardship of the biosphere - what it is and why does it matter for managing future risk? Professor Ian Thomson and Professor Jan Bebbington talked about using cutting edge thinking to transform operations of large businesses. The joint UEBS0 The David Hume Institute event took place in October 2023 and was open to anyone interested in the future of our economy and society, from economists and policymakers to business leaders and students (https://www.business-school.ed.ac.uk/event/corporate-stewardship-of-the-biosphere).

- The Great Risk Transfer - have we got the balance right? This public talk invited attendees to to consider whether exposing people to greater financial risk is undermining the work of building a healthy, more sustainable economy (https://www.business-school.ed.ac.uk/event/the-great-risk-transfer-have-we-got-the-balance-right-18-sep-2023).

- Professor Luca Taschini participated in UK Trade and Business Commission hearing in October 2023, offering advice on the current strengths and weaknesses of the UK's approach to climate initiatives.

- Professor Luca Taschini spoke at event hosted by the European Roundtable on Climate Change and Sustainable Transition in September 2023, discussing the EU Carbon Border Adjustment Mechanism: Discussing the methods and processes for crediting carbon prices in the EU's Carbon Border Adjustment Mechanism | B-CCaS.

- Professor Luca Taschini delivered a speech at the European Roundtable on Climate Change and Sustainable Transition in August 2023, deliberating the viability of a European Carbon Bank.

- Professor Luca Taschini spoke at the Business Energy Conference 2023, discussing the integration of carbon pricing and related mechanisms into energy markets

Collaborative Change Action

Description of partnering activities that involve acting

The Business School works at the hear of the local and national business and third sector organisations. We here offer examples of projects where academic members of staff or students join forces with external partners to go beyond problem solving to enacting change.

Examples of projects enacting change involving **academic members of staff**, include:

- The Living Good Food Nation Lab, led by Mary Brennan, is all about working collaboratively to enact change, driving forward health centred, net zero aligned food systems transformation in Scotland – the lab integrates dozens of external partners into a Community of Practice. Mary is working with Angela Tregear and David Marshall on the project.
- Angelica Gonzalez and Maria Boutchkova worked with The CFA Institute on their new UK EDI code to prepare a report released in August 2023 on the talent pipeline and women in leadership positions.
- The project Internet-of-Things (IoT) for tourism flow management, led by Ewelina Lacka (and a team including Angela Tregear, Jake Ansell and Sarah Cooper), focused on rural tourism destinations and sustainability in tourism. It involves multiple partners in Skye and Highlands and have recently successfully launched an app that aims to help mitigate tourist hotspot congestion on the Isle of Skye.
- Project Fair , led by Ishbel McWha-Hermann, partners with lots of INGOs worldwide to promote HR and reward processes in international aid and development organisations, maximising their contributions to decent work, sustainable livelihood, and poverty eradication.
- Kenneth Amaeshi's role as Chief Economic Advisor to Imo State in Nigeria has led to his research on Africapitalism being employed via the design and implementation of the OKOBI scheme, where kindreds create and finance their own communal businesses https://blogs.lse.ac.uk/africaatlse/2023/03/02/local-communities-can-be-the-source-of-inclusive-economic-development-in-africa/
- Jake Ansell worked with City of Edinburgh Council to design an effective Tourist Visitor Levy (TVL). Their work focused on forecasting revenues and considered a range of different potential revenue raising scenarios. TVL revenue will be partly used to create a capital fund to enhance the sustainability of local built infrastructure, support the housing programme as well as the city's cultural venues and festivals among others.

- 4 Day Week intervention study: Lila Skountridaki worked with Michelle O'Toole and Kristina Potočnik to support an R&D organisation design a 4 day week intervention. The data collected and analysed by the UEBS researchers on staff wellbeing, productivity and work-life balance throughout the 6 month intervention, enabled the organisation shape their future flexible work policy.

Examples of programmes, challenges and projects enacting change involving **students**, include:

1) The Students as Change Agents programme (SACHA):

he programme, run through the Careers Service, involves bringing students together in interdisciplinary groups to tackle challenge questions set out by a host organisation related to the SDGS. SACHA programmes have accommodated anywhere from 72- 192 students per programme and have had every school represented within its past cohorts. 45 students from the Business School successfully completed SACHA between January 2021 and June 2024: 11 students in 2022, 20 students in 2023 and 17 students in 2024. Business School students who participated were able to have a truly interdisciplinary, hands-on learning experience. Here are a few examples of challenge questions the groups tackled:

- ○ Eildon Housing Association | Scottish Borders Housing Association | South of Scotland Enterprise: *How might Housing Associations in Scotland inspire householders to become active participants in the journey to net zero?*
  - ○ Prozymi Biolabs: *How might we influence the food industry to ensure innovative food products are as sustainable as possible?*
  - ○ Keir Construction: *How might we address the lack of equality and diversity in the construction sector?*
  - ○ Edinburgh Social Enterprise Network: *How might we generate a "buying for social good" ethos amongst society?*

2) **#MakeYourMark Competition**

The #MakeYourMark challenge ran annually from 2016 to 2023. Open to all University of Edinburgh undergraduate students, the task was to create a business idea that matched profit with purpose. Working with other undergraduate students from across the University, students developed and pitched business ideas that aimed to tackle inequalities and transform local communities while further developing your teamwork, communication, research, and presentation skills.

Collaborative Problem Solving

Description of partnering activities that involve problem-solving

The Business School works at the hear of the local and national business and third sector organisations. We here offer examples of projects where academic members of staff or students collaborate for joint problem-solving with external partners in a purposeful relationship.

Examples of partnering activities that involve problem-solving include the following projects which are all partnerships with large firms in the banking and finance sector:

- Transition Risk Modelling (Principle Investigator: Luca Taschini)
- Biodiversity and Credit Risk in Lending (Principle Investigator: Theodor Cojoianu)
- Avoided Emissions of Portfolios (Principle Investigator: Matthew Brander)
- ESG Components and Expected Equity Return (Principle Investigator: Yizhe Dong)
- Funded PhD studentship: Normative method development for assessing the contribution of listed companies to avoided emissions in the context of an investment portfolio (Lead Academic Advisor: Matthew Brander)
- Funded PhD studentship: Using AI to study environmental risks in supply-chain networks (Lead Academic Advisor: Luca Taschini)
- Investigating the correlation between Gender Equality, Ethnic Diversity and Financial Materiality (Principle Investigator: Angelica Gonzalez)

Company Sponsored MSc dissertations: Our MSc programmes offer students the opportunity to work with an external organisation (and sometimes university functions such as human resources) to solve a challenge the organisation faces through rigorous research. The topics may also cover areas that the organisations want to expand to or explore but lack relevant expertise. Indicative dissertation topics with a responsibility-focused topic in 2023-24 academic year include:

- To what extent has the release of the UNICEF Children's Climate Risk Index had an impact and supported in mitigating identified risks?
- An analysis of factors contributing to a successful Equality, Diversity and Inclusion strategy within the FinTech sector
- Inclusive Leadership: How do we prepare our leaders to support a truly diverse workforce?
- Decarbonising the Built Environment in the UK
- Banking and the circular economy
- Analysing the effects of the cost-of-living crisis on financially vulnerable customers.
- Unconscious Bias: how do we address unconscious bias in our hiring processes?

Practice

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

✏ RME Policy Implementation

University of Edinburgh Business School has implemented 8 policies to support its commitment to responsible management education:

Travel

Policies on travel

We here add link to the The University of Edinburgh Sustainable Travel policy (https://www.ed.ac.uk/sustainability/operations/travel/sustainable-travel-policy-2021), which includes information on the review and updated policy coming in force in Sep 2024.

Scope

Students and Staff (including faculty/academic members of staff)

Enforcement Date

February, 2022

Revision Date

September, 2024

Number Of Pages

8

Publisher

The University of Edinburgh

Media

https://www.ed.ac.uk/sites/default/files/atoms/files/sustainable_travel_policy_v2.2.pdf

[Supporting Links](#)

Employee equity, diversity, inclusion

Policies on employee (including faculty) equality, diversity, inclusion

We here provide the link to the webpage of the University of Edinburgh Equality, Diversity and Inclusion policies and targets hub (https://equality-diversity.ed.ac.uk/). Both policies and targets (outcomes) apply to the Business School too.

Scope

Students and Staff (including faculty)

Enforcement Date

January, 2013

Number Of Pages

6

Publisher

University of Edinburgh

Media

https://www.docs.csg.ed.ac.uk/EqualityDiversity/Strategy.pdf

[Supporting Links](#)

Student equity, diversity, inclusion

Student EDI policies

The University of Edinburgh has a range of policies protecting and promoting student EDI, including the Dignity and Respect policy, Trans Equality policy, Accessible and Inclusive Learning policy among others. Please see the full list of policies here: https://equality-diversity.ed.ac.uk/about/policies

Scope

Students

Enforcement Date

May, 2022

Number Of Pages

9

Publisher

University of Edinburgh

Media

Website

[Supporting Links](#)

Water

Buildings/real estate

Strategy on building/real estate - Estates vision

The 2017-2027 Estates Vision explains how we plan to achieve our goal of creating a world-class estate for a world-class university.

Scope

University Estates

Enforcement Date

January, 2017

Number Of Pages

24

Publisher

The University of Edinburgh

Media

https://www.ed.ac.uk/sites/default/files/atoms/files/estates_vision.pdf

[Supporting Links](#)

Policy on accessibility

The University has a policy on maintaining accessibility across its estate. This policy applies to Staff, Students, Contractors, Additional Persons/Visitors and members of the general public.

Scope

Staff, Students, Contractors, Additional Persons/Visitors and members of the general public. Applies to all buildings on the University estate where a service is provided.

Enforcement Date

March, 2017

Number Of Pages

2

Publisher

University of Edinburgh Estates Department

Media

PDF

Accessibility_Policy	View document 🔗 Download document ⬇

Guidance on accessibility policy

Guidance document to accompany the Accessibility Policy.

Scope

This guidance supports the Accessibility Policy

Enforcement Date

March, 2017

Number Of Pages

7

Publisher

University of Edinburgh Estates Department

Media

PDF

UoEAccessibilityPolicyGuidance	View document 🔗 Download document ⬇

Local staff/student/faculty transportation

Policies on local staff/student/faculty transportation - Integrated Transport Plan

The Integrated Transport Plan sets out how the University of Edinburgh will improve connectivity to and between our campuses and residencies with the intent of increasing the proportion of students and staff using sustainable transport options.

Scope

University Estates

Enforcement Date

January, 2023

Number Of Pages

16

Publisher

The University of Edinburgh

Media

https://www.ed.ac.uk/sites/default/files/atoms/files/integrated_transport_plan_2023-2030.pdf

[Supporting Links](#)

Further policies that support RME are attached below:

Waste Strategy

This Strategy sets out how the University of Edinburgh will achieve its vision of becoming a zero waste University by embedding Circular Economy thinking, and putting waste prevention, reuse and recycling at the forefront of our relationship with resources.

Scope

Staff, students, external stakeholders

Enforcement Date

August, 2018

Number Of Pages

17

Publisher

University of Edinburgh

Media

PDF

waste_strategy	View document ⬀ Download document ⬇

Sustainable Events Checklist

Sustainable Events Checklist published by the Department for Social Responsibility and Sustainability.

Scope

Staff

Enforcement Date

August, 2018

Number Of Pages

4

Publisher

University of Edinburgh Social Responsibility and Sustainability Department

Media

PDF

| Sustainable-events-checklist | View document [↗] | Download document [⤓] |

Good Food Policy

This policy sets out an approach to supporting food systems that are environmentally, socially and economically sustainable.

Scope

Staff, Students, Contractors, Additional Persons/Visitors and members of the general public

Enforcement Date

January, 2023

Number Of Pages

4

Publisher

University of Edinburgh Accomodation, Catering & Events in partnership with SRS

Media

PDF

| good_food_policy | View document [↗] | Download document [⤓] |

Fair and Sustainable Procurement

We include here the link to the Fair and Sustainable Procurement Policies, including purchasing for Electronics, Catering Supplies and Services, Labs and Travel.

Relevant Stakeholders

Staff, Students, external stakeholders

Purpose

Policies surrounding fair and sustainable procurement

[Supporting Links](#)

Responsible Investment Policy

The University is currently reviewing its Responsible Investment Policy. We include here the link to the consultation and preceding policy.

Scope

Staff, students, external stakeholders

Enforcement Date

January, 2016

Number Of Pages

1

Publisher

University of Edinburgh

Media

Website

[Supporting Links](#)

Greenhouse gas emissions

Policies on greenhouse gas emissions

We here attach the University's Zero by 2040 Climate Strategy 2016-2026, which focuses on greenhouse gas emissions.

Scope

Staff, students, external stakeholders

Enforcement Date

January, 2016

Number Of Pages

15

Publisher

University of Edinburgh Social Responsibility and Sustainability Department

Media

PDF

web_view_-
_climate_strategy_2016-2026_spreads   View document ⬈   Download document ⬇

✏️ Institutional Aspiration Targets

University of Edinburgh Business School has set aspiration targets in 4 different areas:

- ❖ GHG Emission Targets
- ❖ Employee EDI Targets
- ❖ Student EDI Targets
- ❖ Other targets relating to RME are attached.

Share

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

✏️ Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, University of Edinburgh Business School operates with the following approach:

Full Transparency Disclosure

Website of disclosure of performance

We endeavour to share our achievements and lack of progress with regards to areas we wish to see improving ourselves through our PRME SIP reports. Testament to our commitment is receiving an honourable mention for excellence and transparency in reporting for our 2022 SIP report (available here: https://www.business-school.ed.ac.uk/sites/default/files/2022-06/UEBSSIP2022.pdf). Our SIP reports are available on the University of Edinburgh Business School 'Sustainability' website: https://www.business-school.ed.ac.uk/about/mission-vision-values/sustainability The reports include targets set by the ERS committee and EDI committees of the School and are subject to resource constraints. We acknowledge that there may be other areas which some stakeholders wish we worked on and demonstrated progress in (e.g. trade unions, student clubs or climate change activist groups.) We remain committed to reporting stakeholder expectations which fall within our remit to address and we become aware of.

Author

ERSC

Published Date

August, 2024

Degree Of Recognition

School website and PRMEcommons

Media Name

PRMEcommons

Media Type

Commentary

Duration

5 pages

[Supporting Links](#)

[Supporting Links](#)

Sharing Progress UEBS 2024   View document ⧉   Download document ⤓

University of Edinburgh Business School

Address

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United Kingdom