

**PRiME**

*an initiative of the  
United Nations Global Compact*

# Sharing Information on Progress 2026

Aberdeen Business School

September 2026

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## About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

**Antonio Guterres**

Secretary-General (2017 - Present)

United Nations

”

## Principles of PRME



### **Purpose**

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



### **Values**

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



### **Teach**

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



### **Research**

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



### **Partner**

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



### **Practice**

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



### **Share**

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

## The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





# Getting Started

This section provides foundational information about Aberdeen Business School, including key details and basic institutional data.

## Mission

Harnessing digital transformation and industry collaboration to deliver impactful, work-integrated learning and applied research that develops the innovative and responsible business leaders of the future.

## Strategy

Appendix 1 - Roadmap to 2030

View document  Download document 

## Strategy Alignment

### Strategy

ABS's strategic priorities are closely aligned with the University's and its commitment to addressing future economic, societal and cultural needs through education, research, innovation, enterprise and external engagement. ABS contributes to this vision through the embedding of responsible management education, sustainability and ethical leadership across its teaching, research and engagement activities.

#### **Developing our curricula for future economic, societal and cultural needs**

A central priority for ABS is the integration of responsible management, sustainability, ethics and global citizenship throughout undergraduate and postgraduate curricula. Rather than confining these topics to just standalone modules, ABS adopts an embedded approach that enables students to engage with environmental, social, economic and governance challenges across their programmes of study.

ABS is committed to providing a high-quality, inclusive and practice-oriented educational experience that equips students with the knowledge, skills and values required to address contemporary challenges. Through authentic assessments, engagement with industry partners and exploration of issues such as climate change, energy transition, inequality and responsible governance, students are encouraged to develop as responsible professionals and future leaders. The School's diverse international student community further enriches learning through the exchange of global perspectives and experiences, helping students prepare for employment within increasingly interconnected and multicultural environments.

#### **Capitalising on the synergies across research, innovation and enterprise activity**

ABS recognises that many sustainability challenges require interdisciplinary approaches and collaboration across sectors. The School therefore actively supports research, innovation and knowledge exchange activities that connect academics, students, professional bodies, businesses, public-sector organisations and third-sector partners.

Research undertaken within ABS contributes to understanding of sustainability, responsible business practice, corporate governance, environmental management, organisational resilience and wider societal challenges. Through collaboration across the University and engagement with research centres, thematic initiatives and external stakeholders, ABS supports the creation and dissemination of knowledge that informs policy, professional practice and organisational decision-making. These partnerships also help ensure that teaching remains informed by contemporary challenges and emerging business needs.

### Expanding our reputation and reach

ABS strengthens its reputation and reach through engagement with international students, global sustainability challenges, professional bodies and collaborative partnerships. The School's international outlook enhances both teaching and research by bringing diverse perspectives into the classroom and supporting the exchange of knowledge and good practice across geographical and cultural boundaries.

Partnerships with businesses, professional bodies, public-sector organisations and third-sector partners create opportunities for students to apply responsible management principles in real-world contexts while extending the impact of the School's educational and research activities. Through these activities, ABS contributes to the development of responsible graduates and the advancement of sustainable and inclusive development at regional, national and international levels.

Through its contribution to these three strategic priorities, ABS demonstrates a strong commitment to embedding sustainability and responsibility across education, research and external engagement, supporting both the UN Sustainable Development Goals and the Principles for Responsible Management Education (PRME).

## Graduates & Enrollment

| 2025 Statistics                    | Number |
|------------------------------------|--------|
| Graduates                          | 1,342  |
| Faculty & Staff at the University  | 1,360  |
| Faculty & Staff at the Institution | 100    |

| 2025 Statistics                                                           | Number |
|---------------------------------------------------------------------------|--------|
| Student Enrollment at the University                                      | 18000  |
| Student Enrollment at the Institution                                     | 3736   |
| Undergraduate Attendance                                                  | 1159   |
| Masters-Level Postgraduate Attendance                                     | 712    |
| Doctoral Student Attendance                                               | 30     |
| Certificate, Professional Development, or Continuing Education Attendance | 1835   |

## 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.)

### Doctoral Programs

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



# Purpose

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

## Letter of Commitment



Professor Claire Hannibal  
Riverside Building, Aberdeen Business School,  
Robert Gordon University, Garthdee Road,  
Aberdeen AB10 7QE, UK.  
E-mail: c.hannibal@rgu.ac.uk

4<sup>th</sup> September 2026

To:  
PRME Secretariat  
United Nations Global Compact Office  
685 3rd Avenue, 12th Floor  
New York, New York 10017

### **Adoption of the Principles for Responsible Management Education**

As an institution of higher education involved in the development of current and future managers, Aberdeen Business School is committed to implementing the Principles for Responsible Management Education - starting with those that are more relevant to our capacities and mission, report on progress to all our stakeholders, and exchange effective practices related to these Principles with other academic institutions.

We understand that our own organizational 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 sincerely

A handwritten signature in cursive script that reads 'Claire Hannibal'.

Claire Hannibal  
Professor and Associate Dean

Robert Gordon University, a Scottish charity registered under charity number SC013781



INVESTOR IN PEOPLE

## Definition of Purpose

At Aberdeen Business School, our Purpose is to equip students, professionals and communities with the knowledge, skills and values to lead responsibly. Through impactful research, inclusive partnerships and work-integrated learning, we promote sustainable innovation, social mobility and economic resilience, creating prosperity that benefits people and ecosystems alike for generations.

## Institutional Engagement

**51% - 75%** of faculty at Aberdeen 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

At Aberdeen Business School, our Values are defined by a commitment to ethical leadership, sustainability and social impact. We are guided by the values of our parent university; ambition, approachability, authenticity, collaboration, curiosity, enterprise, respectfulness, equality and embed responsibility and accountability across teaching, research and partnerships.

## Who Champions Responsible Management Education at Our Institution

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

## Student Awareness

**0% - 25%** of students at Aberdeen Business School are aware that we are a PRME Signatory Member.

## Student Engagement

**0% - 25%** of students at Aberdeen Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



# Teach

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



## How We Define Teach

We define Teach as embedding responsible management principles throughout our curriculum, learning experiences and assessment. We equip students to address complex social, environmental and economic challenges through critical thinking, ethical decision-making and collaborative practice, preparing graduates to lead sustainably and create positive transformation in diverse global contexts.

## Courses that support RME

Aberdeen Business School reports 3 courses in 2025 that support responsible management education and sustainable development goals.

### **Assurance and Ethics** | BS4012

This course further develops students' understanding of audit theory and practice for both a financial audit and a sustainability assurance engagement. Using case studies students apply this theory to gain relevant practical application skills. In addition, this module also develops a students awareness of the issues in relation to corporate ethics and the moral responsibilities of accountants. This includes recent real examples of current ethical and auditing issues taking place in the world of business.

This module will develop knowledge and skills which are required to understand and evaluate assurance of sustainability reporting which can form a key mechanism for effective, accountable and transparent institutions. Understanding the value of sustainability reporting in today's professional landscape will ultimately encourage future graduates to adopt sustainable practices and reporting in their organisations.



### **Sustainable and Ethical Tourism** | CB2005

The course aims to provide the student with an understanding of the theories and related processes associated with tourism and sustainability, with a particular focus on the positive and negative impacts of tourism. Theoretical concepts relating to sustainable and ethical provide the grounding for a case study approach of studying a range of environmental, social and economical impacts of tourism globally. Students develop their critical understanding through exploring real examples of sustainable/unsustainable and ethical/unethical tourism practices. Included within the course is a field trip to a local nature based tourism site, where students can consider applied sustainable theory complemented by insight from site management. Within the course, students also participate in Collaborative Teaching Online Learning (COIL) project, which allows for students to develop an

understanding of how local context impacts on sustainable tourism practices. Throughout the course, links are made to a range of relevant UN SDGs to help students recognise the importance and role of tourism - and all its stakeholders - in the wider call to action.

Students are encouraged to consider their own ethical standpoints through the prism of tourism focused ethical dilemmas, while developing empathy for individuals whose life's impact on/are impacted on by the global tourism industry. The course encourages students to make sustainable and ethical aspects central to tourism management decisions.



## Financial Information and Decision Making | BSM001

This course develops students' understanding of corporate external reporting, encompassing both financial reporting and sustainability reporting. Students build the knowledge and analytical skills required to critically evaluate the quality, content, and effectiveness of corporate disclosures, drawing on real-world annual reports and sustainability reports.

A key component of the course focuses on sustainability reporting, where students critically assess how organisations apply the Global Reporting Initiative (GRI) Reporting Principles and communicate their performance. Through the evaluation of authentic sustainability reports, students examine reporting strengths, limitations, measurement challenges, and the extent to which disclosures support transparency and accountability.

As sustainability reporting continues to grow in importance for investors, regulators, employees, and wider society, graduates increasingly need the ability to interpret and critically assess sustainability information. By developing these skills, students are better equipped to make informed and responsible management decisions, challenge inadequate reporting practices, and contribute to improving organisational transparency and sustainable business performance.



## Educator Recognition

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

- ❖ Course evaluation scores
- ❖ Institutional recognition events
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

## Barriers to Innovative Curriculum

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

- ❖ Accreditation constraints
- ❖ Budgetary limitations
- ❖ Assessment challenges
- ❖ Time constraints

## Barriers to Innovative Pedagogy

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

- ❖ Accreditation limitations
- ❖ Budget constraints
- ❖ Classroom infrastructure limitations
- ❖ Digital divide
- ❖ Limited interdisciplinary teaching approaches
- ❖ Time constraints



# Research

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

## How We Define Research

We define Research as generating and applying knowledge to advance responsible management and business practice. Through rigorous inquiry, collaboration and innovation, our research generates evidence-based insights that inform education, shape practice and contribute to responsible, sustainable and inclusive societal development.

## Research vs Research for RME/Sustainable Development



## Research Funding

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



**Institution  
Specific**



**Local**



**Regional**



**National**



**International**

## Socializing Research

In 2025, Aberdeen Business School contributed research findings to:

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

## Research Projects

In 2025, Aberdeen Business School reported 3 research projects that implemented responsible or sustainable activities.

### **Bridging Disciplines for Planetary Resilience: A UK- India Collaborative Workshop & Research Initiative**

**Period Covering:** April, 2025 - March, 2026

**Department:** Aberdeen Business School - Responsible Management

The “Bridging Disciplines for Planetary Resilience: A UK–India Collaborative Workshop Research Initiative” was a British Council-supported project funded by the International Science Partnerships Fund (ISPF), delivered through collaboration between UK and Indian researchers, including Dr Racheal Adedokun from Aberdeen Business School, Robert Gordon University. The project aimed to strengthen research capacity and interdisciplinary collaboration across energy, ecosystems, climate, agriculture, biodiversity and AI, including the development of an IoT- and AI-driven stacked farming system to support sustainable urban food production. The capacity-building workshop took place in Chennai, India, on 10 October 2025, bringing together over 60 participants from the UK and India, including senior researchers such as Professor Claire Hannibal from Aberdeen Business School, Robert Gordon University, and comprising networking, research brainstorming and ECR development activities. The workshop provided a platform for identifying new areas of collaboration, with several joint UK–India research proposals developed as an outcome. Outcomes included collaboration, capacity building, partnerships and follow-on research opportunities.

Relevance to PRME Principles and Sustainability:

Aligning with PRME Principles 4 (Research) and 5 (Partnership), this project demonstrates UK–India interdisciplinary collaboration addressing planetary resilience. It contributes to Zero Hunger through sustainable food production and urban farming; Industry, Innovation and Infrastructure through AI and IoT integration; Sustainable Cities and Communities through urban farming solutions; Climate Action through climate resilience research; and Partnerships for the Goals through capacity building and joint research.



## ConsenCUS

**Period Covering:** May, 2021 - October, 2024

**Department:** Management

The EU has set a clear target to curb climate change: a climate neutral industry by 2050. For several crucial EU industries, this means that the CO<sub>2</sub> they emit needs to be captured, utilised and/or stored. ConsenCUS aims to provide an industrial roadmap to a net-zero carbon future through “Carbon neutral clusters by electricity-based innovations in Capture, Utilisation and Storage”.

We will demonstrate this concept by integrating a demonstration unit at major cement, magnesia and oil refining installations. The project presents technological innovations in the 3 main components of CCUS:

- 1) carbon capture based on alkali absorption, coupled to a novel electrodialysis cell (100 kg CO<sub>2</sub>/h),
- 2) conversion of CO<sub>2</sub> to formate and formic acid for the current market, as well as emerging markets
- and (3) safe cyclic loading of CO<sub>2</sub> into salt formations and aquifers for storage.

The capture and conversion routes are unique in taking only electricity and water as consumables, while providing energy- and cost-efficiency beyond the current industrial standard (targets: TRL 6-7, 1.4 GJ and €34 per tonne CO<sub>2</sub>). Life cycle analysis and techno-economic evaluations will address how the innovations can be exploited, optimising environmental benefits while providing sound business cases for the three sectors participating and beyond. ConsenCUS also designs so-called CO<sub>2</sub> clusters and networks in NW and SE Europe, around our demonstration sites. Our partners are spread across the CO<sub>2</sub> value chain and will optimise such clusters based on an interconnected network of emitters fitted with (our) carbon capture and utilisation technology, other CO<sub>2</sub> end users and geological storage.

Joint infrastructure and operation will drive cost down and encourage collaboration. Importantly, we will create narratives to promote CCUS at communities surrounding these cluster components, by clarifying the social and environmental impact to locals, raising awareness alongside investigating their critical needs.

With partners in the UK, Denmark, Netherlands, China, Greece, Romania, Canada and led by Stichting New Energy Coalition.



## Development of a Hydrogen Vehicle Public Awareness and Perception Programme

**Period Covering:** February, 2024 - March, 2024

**Department:** Management

Despite a number of projects in Scotland employing hydrogen as a transport fuel across the last decade or so, there is still very little public awareness of hydrogen as a transport fuel and little knowledge of what the public think.

This project will develop planning for a public awareness programme involving the production of relevant educational materials and the use of existing hydrogen vehicles to give members of the public (and media) direct experience of driving hydrogen fuelled vehicles for themselves.



## Research Barriers

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

- ❖ Funding challenges
- ❖ Participant recruitment
- ❖ Time constraints



# Partner

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

## Institutional Partnerships

- ❖ AABS (Association of African Business Schools)
- ❖ Scotland Beyond Net Zero

## Student Organization Partnerships

- ❖ None



# Practice

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

## Institutional Policies and Practices

- ❖ AI use guide
- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Greenhouse gas emissions
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water

## Policy Documents Related to RME and/or Sustainability

Carbon Reduction Net Zero Plan 2025-2030

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

Interim Sustainability Implementation Action Plan  
(1)

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

RGU Carbon Reduction Commitment Construction  
Refurbishment and Maintenance Standard Rev B1 -  
Nov 23

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

Space Heating Procedure

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

Sustainability Policy

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

Sustainable Travel Policy and Hierarchy (1)

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

## Practice Voices

The following statements from stakeholders at Aberdeen Business School demonstrate our commitment to sustainable and responsible practices.

### RGU Emission Reduction

RGU Sustainability Manager

RGU is committed to addressing challenges associated with global sustainability and creating a more sustainable future by protecting our environment, minimising our carbon footprint to meet Net Zero targets, leading research in the energy and health sectors, and building responsible partnerships.

Our University's strategic mission is to assist in the transformation of people and communities by providing excellent teaching, research, and enterprise opportunities; contributing to economic, social, and cultural development and environmental sustainability.

RGU's strategic commitment is underpinned by the United Nations' Sustainable Development Goals to protect the planet, end poverty, and ensure that all enjoy peace and prosperity. We have adopted these goals across our activities, informing and supporting governmental agenda, and striving to deliver on our own organisational Net Zero ambitions by 2045.

The University's emissions are reported annually as part of our Public Sector Climate Change Reporting which can be found online at the Sustainable Scotland Network.

Since 2015, we have reduced our Scope 1 and 2 emissions by 54%. This is five years ahead of our 2030 target. Year on year, we have reduced our Scope 1 emissions by 11.6% and Scope 2 by 19.7%.

Our workforce is drawn from a large catchment area, increasing emissions generated by travelling to work. To support staff work-life balance, RGU has a hybrid working policy allowing flexibility where work can be undertaken from home up to 50% of the time. The recent reduction in Scope 3 emissions is a result of fewer students relocating from distant locales, reductions in both business travel and procurement spending.

To deliver on our net-zero plan, we developed strategic objectives to improve energy efficiency, utilise clean energy, manage carbon and reduce emissions, adapt to and mitigate climate change, support sustainable commuting, manage, and conserve water, sustainably construct, as well as maintain and refurbish our buildings.

In 2025, RGU retained Neutral Carbon Zone to measure our organisational carbon footprint. The report was prepared in accordance with ISO 14064-1:2018 providing an in-depth analysis of our emissions sources from 1st August 2024 to 31st July 2025. ISO 14064-1:2018 is an international standard that provides a clear framework for organisations to quantify, manage, and report their greenhouse gas

emissions and removals. It serves as a guide for creating a "GHG inventory", essentially a formal map of an organisation's total carbon footprint. It is widely used for corporate carbon footprints and regulatory reporting.

The approach used to measure the footprint was based on the principle of operational control. RGU has operational control over an organisation if it or one of its subsidiaries has the full authority to introduce and implement its working policies at the business.

The results of the project show that RGU's carbon footprint for the 2024-25 academic year under RGU's operational control was 10,052.52 tonnes of CO<sub>2</sub>e. Purchased Goods and Services in Scope 3 accounted for the largest proportion of emissions at 2,841.45 tCO<sub>2</sub>e (28.27%), followed by Natural Gas 2,189.37 tCO<sub>2</sub>e (21.78%), Commuting and Homeworking 1,657.48 tCO<sub>2</sub>e (16.49%), and Electricity 1,532.01 tCO<sub>2</sub>e (15.24%).

## **Campus biodiversity**

RGU Campus Services Manager

During 24/25, we completed a comprehensive campus-wide biodiversity study, providing the first full baseline assessment of the plant, insect, bird, and mammal species currently present across the estate. Establishing these baseline levels is a crucial step in understanding the ecological value of our grounds and identifying opportunities for meaningful improvement.

Using the data gathered, we are developing a series of proposals aimed at dramatically increasing biodiversity across campus. These proposals focus on expanding naturalised habitats, improving connectivity between green spaces, enhancing pollinator resources, and creating conditions that support a wider range of wildlife.

Planned interventions include increasing native planting, diversifying meadow and woodland areas, and improving features that support birds, small mammals, and beneficial insects.

Importantly, this work strongly aligns with our wider sustainability ambitions and directly complements the rewilding project at Waterside Farm. The same principles guiding our efforts there, i.e. habitat restoration, ecological connectivity, and the return of natural processes, are being mirrored in our campus plans.

By approaching biodiversity enhancement at both the campus and wider landscape scales, we are contributing to a more resilient and interconnected network of habitats across our landholdings. RGU also contributed to the Inchgarth Reservoir Project, by sharing learnings and advice with the teams from Scottish Water and Cults, Milltimber and Bieldside Community Council. This project aims to improve the biodiversity of an area of land adjacent to the reservoir.

Together, these initiatives demonstrate a long-term commitment to restoring nature, improving ecological health, and ensuring that RGU plays an active role in supporting Scotland's biodiversity. As these projects progress, we expect to see richer habitats, increasing wildlife presence, and new opportunities for engagement, learning, and environmental stewardship across our community. The University has partnered with Buglife to support the B-Lines initiative, an ambitious UK-wide effort to create "insect pathways" by restoring and connecting biodiverse habitats. As part of this work, we have been transforming underused green areas across the estate into vibrant, wildlife rich spaces designed to attract and sustain a wide range of pollinating insects.

Across the campus, 5,622m<sup>2</sup> of ground has now been prepared and enhanced through the planting of native wildflower seeds, bulbs, and other pollinator friendly species. These planting zones will provide essential sources of nectar, shelter, and breeding sites for insects, while introducing colourful, engaging natural features that the wider campus community can enjoy.

Our efforts form part of Aberdeen Nectar Networks, a city-wide initiative that aims to create continuous corridors of biodiverse green space. By contributing to these linked habitats, the campus plays an important role in enabling insect movement and population resilience across Aberdeen.

The project has benefitted enormously from the enthusiasm of our volunteers, including on-site nursery school pupils, RGU staff, and students. Their hands-on involvement has helped foster a sense of shared stewardship for our local environment and has supported learning about ecology, climate, and sustainability.

As the habitats mature, we hope to see an increase in both the variety and abundance of insects across campus - from bees and butterflies to beetles and other pollinators. The ongoing growth of wildflowers and natural vegetation will also bring a spectacle of colour and seasonal interest for everyone who uses our outdoor spaces.

This initiative demonstrates our commitment to enhancing biodiversity, supporting pollinators, and contributing to a greener, more connected city landscape.



# Share

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



## Engagement Opportunities

Aberdeen 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
- ❖ Public events and panel discussions

## Communication Audiences

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

- ❖ Accreditation bodies
- ❖ Boards and advisory committees
- ❖ Alumni and donors
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Prospective and current students
- ❖ Research and academic networks

SIGNATORY

# Aberdeen Business School

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## Address

Garthdee Road, Aberdeen, AB10 7QE  
United Kingdom



## Website

<http://www.rgu.ac.uk/areas-of-study/subjects/business-management>