

2025 Sharing Information on Progress **(SIP) Report**

University of Plymouth

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Values	10
5. Teach	13
6. Research	20
7. Partner	22
8. Practice	24
9. Share	27

About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about University of Plymouth, including key details and basic institutional data.

Mission

Mission University of Plymouth

Advancing knowledge, transforming lives.

Vision

University of Plymouth Vision

We will be a broad-based, research-intensive university, open to all who can benefit from a University of Plymouth education, and delivering excellent interdisciplinary research, experiential education and civic engagement.

Strategy

Strategy

University of Plymouth – Strategy for Excellence

The University of Plymouth's **Strategy for Excellence** is built around three strategic priorities, supported by a fourth enabling priority. Together, these pillars set out a clear vision for the next decade, ensuring that the University continues to deliver impact locally, nationally, and globally while remaining agile in response to new opportunities and challenges.

Priority One: Deliver Excellent Education and Research

At the heart of the strategy is a commitment to academic excellence. The University will ensure an innovative education portfolio, underpinned by programme excellence that responds to the needs of students and employers alike. Alongside this, it will continue to strengthen research foundations and expand research power, building on areas of established expertise while fostering new interdisciplinary approaches.

Priority Two: Nurture Outstanding Students and Staff

The University is determined to provide a distinctive South-West coastal experience, preparing graduates to make a difference in the world. This involves not only equipping students with the knowledge and skills required for their future, but also ensuring a supportive, inclusive environment. Equally, the University recognises that its success depends on people: it will attract, develop, and retain excellent staff whose talent and creativity shape both education and research.

Priority Three: Drive Global Connectivity that Makes a Difference

Plymouth seeks to extend its influence through ambitious external partnerships. Working with industry, business, and international institutions, the University will maximise its reach and create meaningful global connections. These relationships will enable research and teaching to have real-world impact, ensuring that Plymouth contributes to solving pressing societal and environmental challenges.

Enabling Priority: Invest to Ensure a Leading-Edge, Sustainable University

These ambitions are underpinned by responsible stewardship and strategic investment. The University will optimise resource allocation, harness emerging technologies, and embrace digital trends to benefit students, staff, and partners. Transparent governance and sustainability commitments will ensure that the institution remains resilient, forward-looking, and equipped to thrive.

Taken together, these priorities articulate a bold and balanced strategy. They affirm the University of Plymouth's commitment to excellence in education and research, its dedication to its people and place, and its aspiration to build partnerships and connections that have lasting global impact.

Strategy Alignment

Strategy Alignment

Alignment with Sustainable Development, the Common Good, and Quality Education

The University of Plymouth's strategic priorities are deeply aligned with advancing sustainable development, fostering the common good, and delivering quality education.

Through **Priority One: Deliver Excellent Education and Research**, the University commits to an innovative education portfolio and programme excellence. This ensures that graduates are equipped with the skills, knowledge, and critical perspectives to address global challenges, including the climate crisis, social inequality, and technological transformation. Research foundations are strengthened with an explicit focus on impact, contributing to sustainable solutions that benefit society and the environment.

Priority Two: Nurture Outstanding Students and Staff reflects a commitment to the common good through inclusive practice and the creation of opportunities for diverse communities. The distinctive South-West coastal experience prepares graduates not only for employment but for citizenship, fostering values of responsibility, resilience, and social contribution. Supporting and developing staff ensures that the University community thrives as a collective, where personal and professional growth translates into societal impact.

Priority Three: Drive Global Connectivity that Makes a Difference enhances sustainable development by building partnerships with industry, business, and international institutions that extend the University's reach and influence. These collaborations translate knowledge into practice, driving innovation that advances environmental stewardship, economic resilience, and social wellbeing at scale.





Finally, the **enabling priority** ensures that investment, digital innovation, and institutional stewardship are undertaken transparently and responsibly, embedding sustainability principles into the University's operations and governance. Together, these priorities demonstrate a holistic commitment to education that empowers individuals, strengthens communities, and advances the global common good.

Graduates & Enrollment




2024 Statistics	Number
Graduates	2500
Student Enrollment at the University	18410

Degrees Offered





Bachelor Programs

-  Bachelor of Science (B.Sc. or B.S.)
-  Bachelor of Arts (B.A.)
-  Bachelor of Fine Arts (B.F.A.)
-  Bachelor of Engineering (B.Eng.)

Masters Programs

-  Master of Science (M.Sc. or M.S.)
-  Master of Arts (M.A.)
-  Master of Engineering (M.Eng.)

Doctoral Programs

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



Values

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



Who Champions Responsible Management Education at Our Institution

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

Celebrating Values

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

Values

The Sustainability Staff Network

The University of Plymouth's **Sustainability Staff Network** has been initiated in September 2024 by the PRME lead at Plymouth Business School, Hanne Knight. The network plays a vital role in cultivating an institutional culture that both supports and celebrates sustainability. Reflecting the University's core principle of sustainability and its position as a Civic University, the network adopts a positive, forward-looking ethos grounded in the idea of *active hope*. This approach enables staff to engage with the environmental, social, and economic dimensions of sustainability in a constructive way, ensuring that discussions lead to action and impact.

The network is **staff-led, voluntary, and open to all colleagues** across the University. Like other HR-supported networks, its purpose is to encourage, enable, and celebrate sustainable improvements at every level of university life. It empowers members to provide feedback, share best practice, and engage their teams in activities that integrate sustainability into everyday operations. As Sustainability Network Champions, staff are supported to consider environmental impact in their own roles, while also inspiring colleagues to do the same.

The aims of the network are to:

- Enable staff to lead by example on sustainable practices and open dialogue with peers.
- Promote the use of leading research in operational practice.
- Celebrate individual and collective successes in sustainability.
- Act as a communication hub for sustainability initiatives across the University.
- Support the University's **ISO 14001:2015 accreditation** for environmental management.

Membership also represents a **professional development opportunity**, allowing staff to align their involvement with personal development plans while contributing directly to institutional goals and the United Nations Sustainable Development Goals (SDGs).

Through campaigns on themes such as **travel, food, carbon, procurement, and biodiversity**, the network provides tangible opportunities for staff to learn, act, and share. Whether encouraging plant-based diets, reducing waste, promoting Fairtrade, or fostering biodiversity through gardening initiatives, members actively demonstrate the University's sustainability values.

Co-chaired by representatives from both Faculties and Professional Services, the Sustainability Staff Network is designed to reach across all departments, with champions embedded in teams to drive local and institutional change. In doing so, it ensures that sustainability is not an abstract principle, but a lived, celebrated, and continually improving practice across the University.



Teach

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

Courses that support RME

University of Plymouth reports 1 course in 2024 that support responsible management education and sustainable development goals.

Digital Marketing

| MKT5006

1. Introduction to the Module You will examine the constantly changing nature of digital marketing, looking at the origins of the discipline in the context of early e-commerce and moving into the current day. Focusing on the leading edge of technology and practice, you will explore how digital marketing impacts on a whole range of other disciplines, such as “traditional” marketing, management, international business and business strategy. 2. Module Aims • To introduce students to current processes, practices and relationships between marketing activity in organisations and new forms of digital technology. • To present up to date models of practice of the application of digital technologies to marketing processes, problems and issues. • To enable students to contextualise and situate digital technology within both the marketing function of an organisation, wider organisational contexts and the business and general environment in which an organisation operates. • To develop through reflective practice and the application of both live and historic case studies, student’s awareness and understanding of the implications of adopting a digital marketing strategy. • To demonstrate how new forms of marketing communications activities and strategies may be embedded in an academic and conceptual framework. • To enable students to examine and reflect upon the organisational processes that surround, supply and inform digital marketing activity. • To enable students to examine and critique digital marketing activities in the light of ethical concerns about its use. 3. Objectives/Learning Outcomes At the end of the module the learner will be expected to be able to: 1. demonstrate awareness and understanding of marketing in a digital context; 2. demonstrate critical reflection on, and understanding of, the way in which digital processes are transforming marketing activity in organisations; 3. demonstrate understanding, practicality, creativity and evaluative skills in respect to the use of theories and principles of digital marketing in an applied context. 4. Teaching & Learning Strategy This module is supervised and delivered by Hanne Knight and Krzysztof Kubacki. The mode of learning is lecture led with supported student activities. If you have questions about any of the assessments or other aspects of the module at any time, please contact the module leader or tutor straight away.

Module ethos. MKT5006 develops digitally fluent, responsible marketers who can design, execute, and evaluate campaigns that create value for organisations and society. Through scheduled topics (e.g., Sustainability in the Digital Age; Ethics & Data Protection; Socially Responsible Customer Behaviour), live industry input (Met Office design workshop; UX and email marketing sessions), and authentic assessments (sustainable fashion market analysis; building an ethical e-commerce store on Teemill), the module embeds sustainability, ethics and impact across knowledge, skills, and practice.



Teaching Awards

In 2024, 1 award was given to faculty and educators at University of Plymouth.

Vice Chancellor's Award for Student Experience University of Plymouth

Granter: University of Plymouth

Grantee: Ben Siu

Award Description:

The University of Plymouth's Vice-Chancellor's Awards celebrate staff who advance the University's strategic priorities. In 2025, the Supporting a Great Student Experience award recognises Ben Siu for outstanding leadership of the Plymouth Business School (PBS) marketing function and its direct contribution to an engaging, inclusive and values-driven student journey. Under Ben's direction, PBS has reframed programme communications around the Principles for Responsible Management Education (PRME), ensuring that what we promise prospective and current students aligns with what we teach and assess: sustainability, ethics, inclusivity and impact. From clearer pathways into live, values-based projects to campaigns that foreground responsible management and the UN Sustainable Development Goals, the team's work helps students see themselves—not just as future professionals—but as responsible managers who create value for business and society. This award highlights practical outcomes that matter to learners and employers alike: student-centred information and events that improve belonging and engagement; honest, evidence-based messaging about experiential learning (live briefs, civic partnerships, digital and data ethics); visibility of PBS's PRME commitments across modules and co-curricular opportunities, so students can track how their studies translate into responsible leadership capabilities. Ben's achievement reflects a collaborative effort across the School. We gratefully acknowledge the contributions of John White, Hanne Knight, Shikhar Bhaskar, Christopher Agyapong Siaw, Andrew Morton, Krzysztof Kubacki, Dulekha, and Xiazhao Chen, whose work has helped embed PRME in the student experience from recruitment to graduation. Why it matters By aligning our communications, curriculum and community engagement, this work strengthens PBS's mission to develop responsible management graduates—professionals equipped to lead with integrity, advance sustainability and deliver positive impact in organisations and society.

Teaching Voices

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

Enhancing PRME Integration at the University of Plymouth: A Case Study

🌐 Enhancing PRME Integration at the University of Plymouth: A Case Study 🌐

☕ One for your Coffee break ☕

Discover how the [University of Plymouth](#) is leading the way in embedding PRME and sustainability into business education. This case study by Andrew Hunt, Associate Head of School (Undergraduate) at [Plymouth Business School](#), offers actionable insights for Signatories across the UK, Ireland, and beyond.

🔍 Key Highlights:

- ☑ Structured Methodology: Aligning content, delivery, and assessment with PRME values.
- ☑ Innovative Curriculum Mapping: Partnering with SOS-UK for a student-led mapping exercise.

📖 Read the full blog to learn more about this transformative approach and how it can be applied to both undergraduate and postgraduate education.

🔗 Read More: <https://lnkd.in/edMu4tfn>

[hashtag#PRME](#) [hashtag#Sustainability](#) [hashtag#HigherEducation](#) [hashtag#ResponsibleManagement](#)
[hashtag#UniversityOfPlymouth](#) [hashtag#SOSUK](#) [hashtag#CurriculumMapping](#)
[hashtag#EthicalLeadership](#) [hashtag#SocialImpact](#) [hashtag#SustainableDevelopment](#)
[hashtag#StakeholderEngagement](#) [hashtag#GlobalPerspective](#) [hashtag#CorporateGovernance](#)
[hashtag#Innovation](#) [hashtag#Creativity](#)

Experiential learning at Plymouth Business School

Experiential learning at Plymouth Business School (PBS)

Experiential learning is how PBS turns values into practice. In line with the **UN Global Compact** and **PRME**, we **embed global social responsibility across all programmes** as a de facto expectation—then amplify it through targeted, hands-on modules where students learn by doing, reflecting, and evidencing impact. Our approach blends live briefs, data-driven analysis, co-creation with partners, and iterative feedback so students graduate as **responsible managers and marketers** able to create sustainable value for organisations and society.

Challenge Module (UG, core to the 21st Century Curriculum refresh).

Students develop practical fluency with the **UN SDGs**—with emphasis on **SDG 10 (Reduced Inequalities)**, **SDG 12 (Responsible Consumption & Production)**, **SDG 13 (Climate Action)**—by producing two applied artefacts: (1) a **persuasion piece** aimed at policy, business, education, or government audiences to improve contribution to a selected SDG target, and (2) an **infographic/poster** presenting contrasting arguments and impacts. This module anchors our curriculum in real policy/market debates and trains students to communicate complex sustainability trade-offs clearly and ethically.

Sustainable Supply Chain Management.

Through case analyses and toolkits, students diagnose and improve **environmental and social performance** across global supply chains. Activities include applying **frameworks for risk/materiality**, auditing owned/earned/paid supply-chain communications, exploring **values-based decision-making** among owners/firms/suppliers, and designing **coordinated interventions** (e.g., supplier engagement, LCA-informed redesign, transparency dashboards) with **local and global** impact explicitly evaluated.

Economic Growth and Development.

Students work with empirical datasets to interrogate **growth theories** (Malthusian, Neoclassical, technology-led models) and the **deep determinants** of development (inequality, institutions, culture, climate, geography). Using policy scenarios, they simulate the effects of alternative interventions on **productivity and inclusive growth**, connecting classroom theory to **evidence-informed recommendations** for governments and NGOs.

Creating Social Change.

In an “advocacy lab,” learners analyse **power dynamics** and practice the **means and ethics** of societal transformation: campaigning, lobbying, mobilisation, nonviolent action, stakeholder pressure, and the strategic use of **technology**. Studio-style projects culminate in a **tested change strategy** with a risk, ethics, and evaluation plan.

Social Change Issues.

Students conduct horizon-scanning on **human rights, social justice, resilience, poverty and inequality, sustainability, digital society, and community engagement**, producing **diagnostic briefs** that identify what requires change and why—before proposing feasible, evidence-based pathways.

Equality and Diversity in the Modern Organisation.

Teams benchmark EDI policy and practice (recruitment, progression, reward, anti-harassment protocols), evaluate **labour-market inequalities** and the **business/social justice cases** for diversity, and prototype **inclusive process redesigns** with implementation and measurement plans.

Tourism Development and Ethical Consumption.

Learners evaluate **development processes** and **ethical consumption** in tourism and hospitality, engaging with “real-life” scenarios, reflexive practice, and partner inputs to recommend **context-sensitive, equitable** business responses.

Responsible Global Enterprise.

Case-based learning traces the **internationalisation journey** (motives to market expansion) and interrogates emerging issues—**sustainability, global ethics/CSR, (de)globalisation, off/reshoring**—so students can advise firms on **responsible strategy** across borders.

Digital Marketing (e.g., MKT5006).

Students apply **strategy-to-execution** planning (RACE, SMART KPIs), build an **ethical e-commerce store** (e.g., Teemill) for **sustainable fashion**, and deliver a **measured campaign** that integrates **privacy-first data use, accessibility, anti-greenwash standards**, and climate-aware messaging—graduating as **responsible marketers**.

Virtual Internships & Visiting Speakers.

We extend experiential learning beyond the classroom: **virtual internships** pair students with local businesses to deliver defined, growth-oriented tasks; programmes integrate **industry and civil-society speakers** (e.g., human rights in tourism; ballast-water decarbonisation; logistics; sustainability, innovation and CSR in international business; social enterprises/charities). These encounters keep curricula **current, networked, and impact-focused**.

Across modules, students **collect evidence** (dashboards, posters, reports, prototypes), **reflect on ethics and inclusion**, and **evaluate outcomes** against SDG targets and stakeholder needs. In short, PBS operationalises its teaching commitment—**everyone across business is accountable for responsible management**—by making experiential, values-led learning the norm, not the exception.

💡 Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

💡 Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

💡 Learning Mindset



To a great extent

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

💡 Method of Teaching and Learning



In person

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



Research

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

Research vs Research for RME/Sustainable Development

19 Peer-reviewed articles were published by University of Plymouth from this past calendar year.

vs

10 Peer-reviewed articles were published by University of Plymouth from this past calendar year in support of RME.

Research Funding

In 2024, University of Plymouth was awarded funding for research that is:



Local



Regional



National



International

Socializing Research

In 2024, University of Plymouth 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



Partner

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

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)

Student Organization Partnerships

- ❖ None



Practice

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

Institutional Policies and Practices

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

Policy Documents Related to RME and/or Sustainability

Sustainability_Report_2023-2024

View document  Download document 

Practice Awards

In 2024, University of Plymouth received 3 awards for responsible and/or sustainable practices.

Fairtrade University Award

Granter: Fairtrade

Grantee: University of Plymouth

Green Flag Award

Granter: Ministry of Housing, Communities and Local Government

Grantee: University of Plymouth

ISO 14001:2015 Certification

Granter: UKAS Managemnet Systems

Grantee: University of Plymouth



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

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

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

Communication Audiences

University of Plymouth communicates its policies and progress on sustainable development and responsibility with:

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

SIGNATORY

University of Plymouth



Address

Drake Circus, Plymouth
United Kingdom



Website

<https://www.plymouth.ac.uk/schools/plymouth-business-school>