

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

Birmingham City Business School

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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 Birmingham City Business School, including key details and basic institutional data.

Graduates & Enrollment




2024 Statistics	Number
Graduates	2392
Faculty & Staff at the University	3056
Faculty & Staff at the Institution	162
Student Enrollment at the University	31271
Student Enrollment at the Institution	4941
Undergraduate Attendance	3269
Masters-Level Postgraduate Attendance	1607
Doctoral Student Attendance	65
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered




Bachelor Programs

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

Masters Programs

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

Doctoral Programs

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



Purpose

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

Definition of Purpose

Our purpose is to empower students and communities by embedding ethics, sustainability, and inclusive leadership into business education. We foster responsible decision-making through experiential learning and research, preparing graduates to address complex societal and environmental challenges with integrity, equity, and long-term impact.

Institutional Engagement

0% - 25% of faculty at Birmingham City 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 Birmingham City University Business School, values mean fostering an inclusive, ethical, and socially responsible environment where diversity, fairness, and sustainability guide decision-making. We embed these principles in our teaching, research, and partnerships to prepare graduates who lead with purpose and integrity in a rapidly changing global business environment.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

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

Alumni reflection on learning experience at Birmingham City University Business School

'Studying at Birmingham City University Business School helped me realise that business is not just about profit, it's about purpose. The emphasis on ethics, inclusion, and community engagement across my MRes studies gave me the confidence to pursue work that aligns with my values. Now, as a KTP Associate at the Jericho Foundation, I apply what I learned at Birmingham City University's Business School every day. I work on projects that support marginalised individuals through employment and enterprise. This would not have been possible without the values-led education I received, where concepts like responsible leadership, sustainability, and social value weren't just discussed, but modelled in how we were taught, mentored, and supported. What I appreciated most was how values were lived across the university: from how my lecturers respected diverse perspectives, to how my dissertation was guided by a real commitment to social impact. That legacy stays with me and drives the work I now do in the community.' Atefeh Karami, Alumnus and Knowledge Transfer Partnership Associate.

Undergraduate Student Voice

'As a first-generation university student from Birmingham, studying Business and Management at Birmingham City University Business School has been truly transformative. Modules like 'Accounting for Business' and 'Dynamic Business Issues and Solutions' introduced me to sustainability and ethics in a way that felt directly relevant to my community and future career. I had the opportunity to work on a live project with a local SME through the Business Strategy and One Planet Business modules, where we tackled a real waste reduction challenge. It helped me develop confidence, critical thinking, and a sense of purpose. I now aspire to work in ESG consulting and help organisations build strategies for long-term environmental and social impact.' Anikha Begum, BA Business with Marketing, Year 3

Post Graduate student voice

'As an international student, the MRes programme helped me understand how research can influence policy and practice for social and environmental good. My dissertation explored circular economy practices in emerging economies. The module on 'Business Literature Review' didn't just teach me how to read critically—it taught me to question the purpose of knowledge itself. Learning within a PRME-aligned curriculum changed how I see my role as a scholar and global citizen.'

Niraj, MRes Business and Management, Full-time student

Student Awareness

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

Student Engagement

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

Values Voices

Value: Spirituality, Religion and Diversity

At Birmingham City University Business School, values like inclusion, ethics, and cultural awareness are not just embedded in our policies—they're reflected in our everyday practice. As a lecturer and a practicing Muslim, I've always felt supported in bringing my whole self into the academic space. From faith-based flexibility to celebrating religious and cultural festivals, the School actively fosters an

environment of mutual respect and diversity. My teaching includes ethics in finance and responsible leadership, and I strive to bring global and pluralistic perspectives into class discussions. I've also co-led conversations on the importance of religious literacy in business education and how spirituality can inform responsible decision-making. These values are not abstract; they show up in how we treat students, in our hiring practices, and in the way we define academic success. For many of our students, especially those from faith-based or culturally diverse backgrounds, seeing these values modelled in action helps them feel a sense of belonging. It reinforces the message that responsible management includes responsibility to self, to others, and to wider society. - Muhammad Bilal Mustafa, Assistant Lecturer in Business.



Teach

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



How We Define Teach

At Birmingham City University Business School, we define “Teach” as the active embedding of ethics, sustainability, and responsible leadership into learning. We use experiential, interdisciplinary, and inclusive pedagogies to equip students with the mindset and skills needed to create positive social, economic, and environmental impact in a rapidly evolving global context.

Courses that support RME

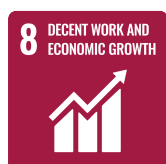
Birmingham City Business School reports 5 courses in 2024 that support responsible management education and sustainable development goals.

BA (Hons) Business Management Chartered Management Degree Apprenticeship

| US0887

Combining a degree with on-the-job training, the Chartered Manager Degree Apprenticeship (CMDA) has been jointly developed by employers, universities and the Chartered Management Institute. At Birmingham City University, the CMDA will provide the opportunity to gain a degree in BA (Hons) Business Management, a professional qualification and paid relevant work experience. As an approved apprenticeship standard, it allows employers to use the apprenticeship levy and gives apprentices a head start in their management career. Our CMDA is a three-year work-based learning programme, offering flexible delivery options including day release and block release, using blended learning to suit employees in a wide variety of management roles at companies of all sizes. Topics covered include Contemporary HR for Managers, Marketing Foundations, Finance for Managers, Operations for Managers, Supply Chain Management, Applied Management, and Contemporary Global Management Issues. There will also be opportunities for negotiated work-based learning

Learning will embrace the development and operation of business markets, the management of key resources, including human capital, financial management, strategic management, and cultural awareness. In addition, students gain insight into digital business, exploring how technology has transformed the business world, and reflect on the accompanying issues around social responsibility and ethical behavior. Our accreditation by the CMI ensures students will be provided with the latest information and knowledge, as well as key industry links and insight.

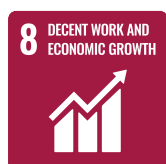


Accounting For The Planet

| ACC6037

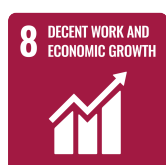
The Accounting For The Planet module aims to develop your understanding of Corporate Social Responsibility, and introduce you to the areas of Sustainability and Environmental reporting. The module will offer you the opportunity to examine the reporting practices of companies concerning non-financial disclosures, and the opportunity to discuss how businesses are taking greater responsibility in helping to move towards a cleaner and more sustainable planet. The module will also consider the six main elements of integrated reporting. The content of the module recognises the UN Sustainability Development Goals, and the module aims to create an awareness and understanding of some of these goals. The overall teaching and assessment strategy of the module aligns with that of the programmes it is delivered on, ensuring you are provided with an up-to-date curriculum relevant to the modern business environment. The successful completion of this module aims to provide you with a firm foundation on which to conduct further research in this area. The ability to research, develop confidence in assessing and analysing CSR issues, and make effective judgments are core employability skills that this module aims to develop as part of the overall teaching and assessment strategy.

At Birmingham City Business School, many of our learners are first-generation university students, often from deprived areas, who will likely be the first in their families to enter white-collar employment. This makes their educational journey both transformative and socially significant. Our teaching explicitly connects global challenges, such as inequality and environmental degradation, with the disproportionate impact these crises have on vulnerable communities, and these issues are directly related to students' own lived experiences. For example, in Accounting for the Planet, students explore how Corporate Social Responsibility (CSR), sustainability reporting, and integrated reporting frameworks can be used not only to assess corporate performance but also to address pressing issues such as climate change, resource depletion, and social injustice. By engaging with these challenges, students begin to see themselves as active participants in shaping fairer and more sustainable futures. The impact goes beyond academic knowledge: students develop confidence, critical thinking, and employability skills while internalising values of responsibility and social justice. For many of our students, this represents a double transformation. They are not only breaking barriers of inequality in higher education and employment, but also becoming equipped to challenge the structural inequalities and environmental harms that affect their communities most. In doing so, they embody PRME principles, demonstrating how responsible management education can change lives, families, and futures.



The module examines sustainability within the context of supply chain management. The objectives of sustainability are to satisfy the triple bottom line, where social, economic, and environmental goals must be met. You will develop the understanding to apply the triple bottom line to operations and supply chain management in related topics, such as ethical purchasing and supply chain management, reverse logistics, and corporate social responsibility. This module will provide insight into ethical theories, corporate governance, and circular economics. The module is explored through theoretical and practitioner-based learning, incorporating best practices in contemporary business, as well as conducting analyses on the impacts of management decision-making and corporate performance. Teaching is augmented by videos from notable organisations and talks by experienced guest speakers thus bringing theory into practice. This is aligned to the course and university aims of developing students to gain a deeper understanding of knowledge by organisations as well developing a range of transferable employability skills.

The Ethical and Sustainable Supply Chain module equips postgraduate students, many of whom come from the Global South and global production hubs, with the knowledge and tools to critically analyse and improve sustainability practices in supply chains. By studying themes such as environmental and social sustainability, ethical purchasing, reverse and recycle logistics, and circular economy, students learn how business decisions affect not only profitability but also people and the planet. Through frameworks such as CSR, governance theories, and professional ethical codes, they gain the ability to evaluate corporate behaviour against global sustainability standards. The impact is twofold. First, students strengthen their employability by developing advanced skills in sustainability analysis, governance, and responsible supply chain management, attributes increasingly valued by employers worldwide. Second, they are empowered to act as change agents within their home contexts. Coming from regions disproportionately affected by climate change, inequality, and exploitative labour practices, our students can apply this learning directly to industries and communities where the need for sustainable transformation is most urgent.



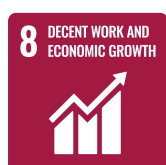
Economics and Sustainable Development

| QME5021

This course examines how economic evidence can be used to analyse the opportunities and challenges of sustainable development. It explores the three interconnected pillars of sustainability, the economy, society, and the natural environment, with a particular focus on the 17 United Nations Sustainable Development Goals (SDGs), which serve as a global framework for action. Grounded in economic theory and empirical evidence, the course examines diverse experiences of development worldwide and explores how various theoretical perspectives and policy approaches account for these outcomes. It equips learners with the knowledge and tools to critically evaluate alternative pathways

to sustainable development, assessing their implications for social equity and environmental justice. The course engages with key concepts, literature, and debates in development economics, providing a platform for analysing processes such as industrialisation, urbanisation, trade, and institutional reform in the context of sustainability. Alongside theoretical insights, it emphasises the development of practical skills in the use of economic evidence, policy evaluation, and impact assessment. Graduates of the course gain the ability to construct well-informed arguments, develop evidence-based recommendations, and apply critical thinking to complex sustainability challenges. In doing so, the course prepares individuals to contribute to both professional contexts and wider societal debates about achieving fair and environmentally responsible economic development.

The Economics and Sustainable Development module has a transformative impact on our undergraduate students, the majority of whom are home students and often first-generation entrants to higher education from the region BCU serves. For these learners, the module offers an opportunity to connect their own lived experiences of economic and social inequalities with broader debates about sustainability and development. By exploring the 17 UN Sustainable Development Goals (SDGs) alongside economic theory and evidence, students gain the tools to critically evaluate development pathways and the trade-offs between growth, equity, and environmental protection. Themes such as poverty, inequality, climate change, and the role of institutions resonate deeply with students from communities where deprivation, low social mobility, and environmental vulnerability are lived realities. The module also builds transferable employability skills. Students learn to interpret economic data, evaluate policy choices, and develop evidence-based arguments. These skills equip them not only for graduate-level employment in business, government, and the third sector, but also to engage as informed citizens who can contribute to tackling local and global sustainability challenges. In this way, the module both supports social mobility, enabling students from the region to progress into meaningful careers, and empowers them to think critically about the economic, social, and environmental transformations required for a more sustainable future.



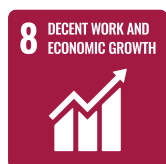
Current Issues & Trends in Finance

| FIN6034

This course explores contemporary debates in finance, placing them within the broader historical evolution of financial systems. It examines major events, innovations, and emerging developments that are reshaping the industry and influencing its future trajectory. Through lectures, case studies, and interactive debates, the course connects financial theories with real-world challenges, encouraging learners to consider issues such as the growth and globalisation of financial markets, financial bubbles, ethics and governance, ESG investing, and the rise of green finance. The course combines theoretical analysis with applied learning, requiring students to research, present, and

reflect on current finance topics. These activities strengthen independent study, critical thinking, and communication skills while also enhancing employability. Graduates gain the ability to articulate and evaluate pressing financial issues, equipping them with the knowledge and confidence to contribute effectively to professional practice and policy discussions in a rapidly evolving financial landscape.

The Current Issues and Trends in Finance module equips final-year students with the skills and perspectives to understand finance not only as a technical discipline but as a field with profound social and environmental consequences. Many of our students are first-generation university entrants from the local region, and this course enables them to engage with complex debates that connect global financial markets to their own lived realities. By addressing topics such as financial bubbles, ethics and malpractice, ESG investing, and green finance, students learn to critically examine how financial decisions impact society, the environment, and future generations. They are encouraged to question established practices, explore sustainable alternatives, and reflect on the role of finance in addressing pressing global challenges such as climate change and inequality. The impact is twofold. First, students develop employability skills that prepare them for graduate roles in financial services, accounting, and business management, including research, analysis, teamwork, and professional communication. Second, they gain a values-driven outlook, leaving the course with the confidence to position themselves as responsible professionals able to balance profitability with ethical and sustainable decision-making.



Teaching Awards

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

Global Challenges Teaching Awards (GCTA) 2025-26

Granter: US-UK Fulbright Commission and the American Association of Colleges and Universities

Grantee: Dr Rachel-Ann Charles

Award Description:

Dr Rachel-Ann Charles, Senior Lecturer in Media and Communication at Birmingham City University, was awarded the prestigious 2025–26 Global Challenges Teaching Award (GCTA), supported by the US-UK Fulbright Commission and the American Association of Colleges and Universities. Her project, co-developed with Dr Stephanie Demetriades of DePaul University, addresses misinformation in journalism through an interdisciplinary, international online course. The course engages students in cross-cultural collaboration to develop verification tools and strengthen democratic dialogue in a

climate of declining media trust and journalism cuts. As a Fulbright Scholar and member of BCMCR, Dr Charles contributes to sustainable development through pedagogy innovation and capacity building in global journalism education.

Teaching Excellence Framework Rating

Granter: The Office for Students (OfS)

Grantee: Birmingham City University

Award Description:

The Teaching Excellence Framework (TEF) is a national scheme run by the Office for Students (OfS) that aims to encourage higher education providers to improve and deliver excellence in the areas that students care about the most: teaching, learning and achieving positive outcomes from their studies. The TEF does this by assessing and rating universities and colleges for excellence above a set of minimum requirements for quality and standards. Universities and colleges that take part in the TEF receive an overall rating as well as two underpinning ratings – one for the student experience and one for student outcomes. The ratings reflect the extent to which a university or college delivers an excellent experience and outcomes for its mix of undergraduate students and across the range of its undergraduate courses and subjects.

Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Faculty promotion and tenure consideration
- ❖ Course evaluation scores

Teaching Voices

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

Post Graduate student voice

'As an international student, the MRes programme helped me understand how research can influence policy and practice for social and environmental good. My dissertation explored circular economy practices in emerging economies. The module on 'Business Literature Review' didn't just teach me how to read critically—it taught me to question the purpose of knowledge itself. Learning within a PRME-aligned curriculum changed how I see my role as a scholar and global citizen.'

Niraj, MRes Business and Management, Full-time student

Alumni reflection on learning experience at BCU

'Studying at Birmingham City Business School helped me realise that business is not just about profit, it's about purpose. The emphasis on ethics, inclusion, and community engagement across my MRes studies gave me the confidence to pursue work that aligns with my values. Now, as a KTP Associate at the Jericho Foundation, I apply what I learned at BCBS every day. I work on projects that support marginalised individuals through employment and enterprise. This would not have been possible without the values-led education I received, where concepts like responsible leadership, sustainability, and social value weren't just discussed, but modelled in how we were taught, mentored, and supported. What I appreciated most was how values were lived across the university: from how my lecturers respected diverse perspectives, to how my dissertation was guided by a real commitment to social impact. That legacy stays with me and drives the work I now do in the community.' Atefeh Karami, Alumnus and Knowledge Transfer Partnership Associate.

Empowering Sustainable Growth through Experiential Learning

In the Level 6 module *Growing the Enterprise* (a second semester final year module for undergraduate students), students engage directly with six local microbusinesses and one charity, ranging from early-stage start-ups to established firms. These organisations present their history and challenges, after which students are tasked with developing sustainable growth plans tailored to their market contexts. Students are encouraged to independently engage with their assigned business throughout the semester. The most impactful plans are shared with the organisations, and notably, two students from last year's cohort are now freelancing with the businesses they supported, helping to implement their growth strategies.

Feedback from business owners has been overwhelmingly positive. One commented that the experience took them "outside of the bubble of their market norms," highlighting the value of fresh perspectives in driving innovation. This module exemplifies how responsible management education can foster sustainable enterprise development while building student capability to tackle real-world challenges.

Colin Akhurst, Lecturer in Business, Birmingham City Business School

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.

Barriers to Innovative Curriculum

In 2024, Birmingham City Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Assessment challenges
- ❖ Accreditation constraints
- ❖ Collaboration barriers
- ❖ Compliance and legal concerns
- ❖ Standardized testing expectations
- ❖ Traditional employer expectations

Barriers to Innovative Pedagogy

In 2024, Birmingham City Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Accreditation limitations
- ❖ Assessment rigor concerns
- ❖ Collaboration barriers
- ❖ Compliance concerns
- ❖ Measurement difficulties
- ❖ Scalability issues
- ❖ Standardized testing pressures



Research

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

How We Define Research

At Birmingham City University Business School, research is collaborative, applied, and impactful. The core areas of research span Work, Organisation and Leadership Dynamics, Economics, Finance and Trade Strategy, Operations and Logistics, Entrepreneurship and Innovation, and Business and Management Pedagogy. We co-create knowledge with industry and feed insights directly into teaching, short courses, and events, ensuring research informs real-world practice and supports responsible management education at local and global levels.

Research vs Research for RME/Sustainable Development

101	Peer-reviewed articles were published by Birmingham City Business School from this past calendar year.	vs	52	Peer-reviewed articles were published by Birmingham City Business School from this past calendar year in support of RME.
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Research Funding

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



National



International

Socializing Research

In 2024, Birmingham City Business School contributed research findings to:

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

Research Projects

In 2024, Birmingham City Business School reported 2 research projects that implemented responsible or sustainable activities.

Knowledge transfer partnerships (KTP): 2024 to 2025 Round 2, Duration: 2 years

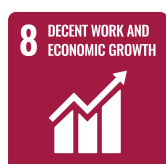
Period Covering: May, 2025 - April, 2027

Department: Management

The Knowledge Transfer Partnership (KTP) between Birmingham City University and the Jericho Foundation was designed to embed circular economy (CE) practices into a community-focused social enterprise. At the heart of this project was Jericho's Woodshack operation, which collects, recycles, and upcycles waste wood across Birmingham and the wider West Midlands. By diverting timber from landfill and incineration, Woodshack transforms discarded materials into affordable, repurposed products, while simultaneously creating employment and training opportunities for people facing significant barriers to work.

The research underpinning this partnership aimed to integrate academic knowledge of circular economy, waste valorisation, and sustainable supply chains into Jericho's business model. The project developed frameworks for benchmarking resource efficiency and mapping wood waste supply chains, ensuring that the collection, sorting, and reprocessing of timber could generate maximum environmental and social benefit. Particular attention was given to identifying opportunities for value-added upcycling and new market development, while also measuring the triple bottom line impact of Jericho's activities—environmental outcomes such as waste diversion and carbon reduction, social benefits including training and employment for disadvantaged groups, and economic returns through the creation of new revenue streams.

Through the Woodshack operation, Jericho collects surplus timber from construction sites, businesses, and households, and reprocesses it into usable materials for resale to local communities. Usable wood is repurposed into affordable products, furniture, and DIY materials, providing local households and businesses with sustainable alternatives while reducing the environmental impact of waste. Alongside these environmental benefits, Woodshack also delivers a strong social mission. It supports individuals who have experienced homelessness, long-term unemployment, or social exclusion, equipping them with practical skills, work experience, and pathways to sustainable employment.



SMART-SIP+

Period Covering: January, 2025 - January, 2027

Department: Management | engineering

The SMART-SIP+ project, led by researchers from Birmingham City University (BCU), represents an ambitious £2.6 million initiative that aims to transform the livelihoods of farmers in rural Bangladesh by leveraging clean energy and promoting sustainable agricultural practices. Partnering with Bangladesh Agricultural University and local non-profits Bright Green Energy Foundation and Water and Sanitation for the Urban Poor, the project is supported by the UK Research and Innovation “Ayrton Fund” and is centred on deploying solar-powered irrigation systems (Solar Irrigation Pumps, or SIPs) as a means to reduce reliance on diesel and drive environmental resilience.

At its core, SMART-SIP+ targets two intertwined challenges: reducing carbon emissions and enhancing the socio-economic well-being of farming communities, especially women, who play a pivotal role in post-harvest handling. The system captures surplus electricity generated by SIPs and repurposes it for local agricultural needs such as cooling, post-harvest storage, and food processing. This approach reduces wastage of highly perishable fruits and vegetables, boosts shelf life, and opens pathways for women-led micro-enterprises, contributing to both food security and women's economic empowerment.

By integrating clean energy technologies with post-harvest innovations, SMART-SIP+ aligns with the United Nations’ Sustainable Development Goals, most notably **SDG 2** (Zero Hunger), by enhancing food security; **SDG 5** (Gender Equality), by empowering women in agriculture; and **SDG 7** (Affordable and Clean Energy), through the deployment of solar-powered infrastructure.



Research Awards

In 2024, Birmingham City Business School was awarded 1 research award for responsibility- and/or sustainability-related research.

Ecological Transition in Brazil: a multisectoral modelling tool

Granter: French Development Agency (AFD) in partnership with the Brazilian Ministry of Finance

Grantee: Dr. Danilo Spinola

Award Description:

Birmingham City University has been recognised for its contributions to research related to responsibility and sustainability through prestigious external funding and international collaboration. In 2025, Dr. Danilo Spinola, Director of the Centre for Accountancy, Finance and Economics, was awarded funding by the French Development Agency (AFD) in partnership with the Brazilian Ministry of Finance to lead “Ecological Transition in Brazil: A Multisectoral Modelling Tool.” This three-year project develops a Structuralist Stock-Flow Consistent Input-Output model to assess policy options supporting Brazil’s Ecological Transformation Plan.

Research Presentations Related to RME and/or Sustainability

In 2024, Birmingham City Business School gave 1 research presentation related to RME and/or sustainability.

BA/Leverhulme Research workshop

Authors: Professor Navjot Sandhu, Professor of Finance and Entrepreneurship, Birmingham City University

Date of publication: September, 2025

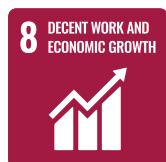
Presented at: This research was presented at the Diaspora Finance Research Workshop, hosted at Birmingham City University and funded by the British Academy/Leverhulme Research Workshop scheme.

Department: Accounting | Finance

The Diaspora Finance Research Workshop, hosted at Birmingham City University and funded by the British Academy/Leverhulme Research Workshop scheme, examined the role of migration, remittances, and return in shaping economic and social outcomes. The workshop brought together academics, practitioners, and diaspora representatives to explore how financial flows from migrant communities support livelihoods, small business development, and community resilience.

Discussions highlighted the dual nature of diaspora finance: while remittances provide vital support and entrepreneurial opportunities, barriers such as financial exclusion and weak regulatory frameworks limit their wider impact. The event combined academic analysis with lived experiences, offering new insights into the potential of diaspora engagement to contribute to sustainable development.

Emerging outputs from the workshop, including journal papers and conference contributions, advance debates on financial inclusion, diaspora entrepreneurship, and responsible management.



Publications Related to RME and/or Sustainability

Beyond Survival: How Black and Asian-Led Social Enterprises are Responding and Adapting to the UK Cost-of-Living Crisis

Authors: Mawish Munawar, Birmingham City University | Olapeju C. Ogunmokun, De Montfort University | Sally Kah, De Montfort University | Samuel Osei-Nimo, Nottingham Trent University | William Murithi, Strathmore Business School, Strathmore University

Date of publication: September, 2025

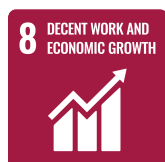
Presented at: The Institute for Small Business and Entrepreneurship (ISBE) Black History Month presentation

Department: Business Administration | Entrepreneurship | Management

This report provides comprehensive evidence of the impact of the cost-of-living crisis on businesses, individuals, and society, focusing on social enterprises led by Black and Minority Ethnic (BME) individuals in the United Kingdom. It focuses on the innovative strategies adopted for economic crisis whilst acknowledging the barriers facing BME social entrepreneurs, including increased business costs, difficulties with financial planning, and the potential threat of business death. We use a qualitative research design and interviews as the data collection medium to provide evidence of BME-led social enterprises' response to the cost-of-living crisis and their adaptation strategies. Fourteen founders and directors were interviewed between March 2023 and January 2024. The social enterprises are predominantly micro and small operating in England, tackling various economic and social issues. The analysis of the interviews suggests five main categories of resilience strategies: strategic business planning, working from home, asset optimisation, fuel voucher schemes, and grant diversification.

Our findings provide ten practical recommendations for social enterprise decision-makers, funding institutions, and government bodies, which are divided into two parts. Recommendations for social enterprise decision-makers are: 1) financial planning, 2) operational efficiency, 3) diversification of income streams, 4) flexible work arrangements and 5) community engagement. Recommendations for funding institutions and government bodies: 6) flexible funding models, 7) long-term support, 8) collaborative initiatives, 9) capacity-building programmes and 10) policy support and advocacy.

Investing in flexible funding and sustainable collaboration between social enterprises and relevant stakeholders, such as social investors, can empower social enterprises to develop resources and capabilities fit for crisis response.



A comprehensive review of circular economy research in the textile and clothing industry

| [DOI](#)

Authors: Dr Krishnendu Saha, Birmingham City University | Dr Prasanta Kumar Dey, Aston University | Professor Vikas Kumar, Birmingham City University

Date of publication: September, 2025

Department: Management | Economics

The textile and clothing industry is a significant global sector due to its economic and social contributions. However, it is one of the most polluting industries. There has been a significant uptake of research on circular economy implementation to reduce its environmental impacts. Nevertheless, there is a critical gap in reviewing how the research field is evolving and what the core focus and underlying assumptions of the existing research are. This paper utilises bibliometrics, content analysis, and problematisation to comprehensively examine the state of research. Analysing 132 primary documents dating from January 2014 to April 2023, this study reveals that sustainability-oriented innovation and transition challenges are the core focus of existing research.

Technology-oriented circularity and its positive impact on sustainability is the in-house assumption that almost all studies are founded on. Besides unpacking the risk of such assumptions, this study provides tangible suggestions for future research on circular economy disruption, its rebound effect, and sustainability-oriented innovation. Although the time lag and language biases may have impacted the representation of current research trends, findings from this study can facilitate academic research and industry practice in implementing circular economy practices for a more sustainable future.



Exploring the impact of entrepreneurial indicators on CO2 emissions within the environmental Kuznets curve framework: a cross-sectional study

Authors: Dr Mohsen Khezri, Monash University | Dr Mohammad Sharif Karimi, London School of Economics | Dr Babak Naysary, Birmingham City University

Date of publication: September, 2025

Department: Entrepreneurship | Management

Many countries emphasize entrepreneurship promotion as a policy focus. However, empirical research has often neglected the complex environmental consequences associated with such initiatives. In this study, we analyzed data using a panel model from 14 countries, covering the years 2002 to 2018. Our goal was to thoroughly assess the impact of eleven distinct entrepreneurship indicators on CO2 emissions. Our findings indicate that some control variables, like trade liberalization, are fundamental in reducing emissions. This contrasts with traditional views, which typically revolve around a consistent Kuznets curve that depicts the environmental effects of economic growth. Instead, our research uncovers a dynamic pattern transitioning from a concave upward trajectory to an inverted U-shaped curve, primarily due to increased levels of entrepreneurship. Remarkably, various entrepreneurial indicators, such as government support and policies, taxes and bureaucracy, governmental programs, and cultural and social norms, demonstrate direct positive impacts on CO2 emissions. Conversely, other indicators show a mix of positive and negative effects. Furthermore, examining the spill-over effects of entrepreneurship indicators, particularly in their role in energy use intensity and GDP per capita, reveals significant implications for improving energy consumption efficiency. However, it is important to acknowledge that despite the potential for enhanced efficiency, the negative effects resulting from an increased scale of output may not be completely counteracted.



Do co-opted boards protect CEOs from ESG controversies?

| [DOI](#)

Authors: Dr Addul Ghafoor, Birmingham City University | Dr Ammar Ali Gull, L' eonard de Vinci P  le Universitaire and International School, Vietnam National University, Hanoi, Vietnam

Date of publication: September, 2025

Department: Management

We investigate the relationship between board co-option and ESG controversies using a large sample of U.S. firms from 2002 to 2018. Contrary to prior studies documenting the potential consequences of co-opted boards on organizational outcomes, we document the positive role of co-opted directors.

Specifically, the CEOs of firms with a higher proportion of co-opted directors are subject to fewer ESG controversies. Our findings provide significant implications for stakeholders, redirecting the narrative on board co-option.



Carbon exchange-traded funds market and economic policy uncertainty | [DOI](#)

Authors: Dr Babak Naysary, Birmingham City University | Dr Keshab Shrestha, Sunway University

Date of publication: September, 2025

Department: Economics

This study empirically analyses the relationship between economic policy uncertainty (EPU) and three carbon exchange-traded funds (ETFs) using wavelet coherence analysis as well as dynamic conditional correlation (DCC) from a multivariate GARCH model. The analysis techniques employed allow us to analyze the nature of the relationship which may depend on time and frequency. Our findings indicate that there exists a significant negative correlation between EPU and the ETFs for almost all times and frequencies. However, for some times and frequencies, the identified negative relationship is not significant. Interestingly, we also find that for some times and frequencies, EPU leads the ETFs and for some other times and frequencies ETFs lead the EPU.



Research Voices

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

Why being close to a cycle network can boost house prices.

The relationship between transport infrastructure and property values has been well documented in urban economics, with proximity to rail stations, bus routes, and major roads often associated with house price premiums. However, evidence on the value of active travel infrastructure—such as cycle

lanes and pedestrian networks—remains comparatively scarce. This gap matters because governments worldwide are investing in sustainable transport solutions to reduce carbon emissions, alleviate congestion, and promote healthier lifestyles.

The United Nations Sustainable Development Goals (SDGs) explicitly call for the creation of inclusive, safe, resilient, and sustainable cities (SDG 11) and for urgent action to combat climate change (SDG 13). Expanding cycling and walking infrastructure addresses these goals by cutting transport-related emissions and enhancing liveability. Yet, policymakers often face challenges in justifying investment in such infrastructure, as its benefits are perceived to be less tangible than traditional transport projects.

Quantifying the amenity value of cycle networks provides an economic rationale that complements environmental and health arguments. By showing that households are willing to pay more to live closer to cycle routes, research such as the Greater Manchester study demonstrates that cycling infrastructure creates *capitalised value* in the housing market. This signals a demand-led justification for further investment.

Moreover, cycle-friendly urban design can have multiplier effects beyond house prices. Evidence from European cities like Copenhagen and Amsterdam shows that cycling infrastructure correlates with increased retail footfall, reduced public health costs, and higher quality of life indices. In the UK, where urban centres are grappling with air quality issues and cost-of-living pressures, active travel can represent a relatively low-cost, high-return intervention.

By situating cycle networks within this broader socio-economic and policy landscape, the research not only advances academic debates in hedonic pricing and urban economics but also equips decision-makers with the evidence needed to integrate sustainability, liveability, and economic value creation into urban planning. This research piece is available from: <https://theconversation.com/why-being-close-to-a-cycle-network-can-boost-house-prices-244084>

Research Barriers

In 2024, Birmingham City Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Time constraints
- ❖ Administrative barriers
- ❖ Funding challenges
- ❖ Regulatory and legal restrictions



Partner

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

How We Define Partner

At Birmingham City University Business School, we view partners as co-creators of impact - whether in research, teaching, or enterprise. Partnerships span industry, community, academia, and the public sector, enabling mutual learning, innovation, and inclusive growth. We value trust, reciprocity, and shared purpose in advancing responsible management and sustainable development goals.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Local institutions and associations
- ❖ University Councils
- ❖ Ministries of Education, Higher Education, or similar national bodies

Student Organization Partnerships

- ❖ Enactus
- ❖ Hindu Students Council
- ❖ Muslim Student Association
- ❖ Sikh Students Association

Partnerships

The following provides more details on 1 key partnership at Birmingham City Business School.

BCU and Edgbaston – A Partnership for Learning, Inclusion, and Impact

Since 2016, Birmingham City University has maintained a dynamic and multifaceted partnership with Edgbaston Stadium, home of Warwickshire County Cricket Club. This collaboration is rooted in shared values around community engagement, inclusive access, and real-world learning.

“The partnership between Edgbaston and BCU is really important to us. Student placements are excellent—brilliant for us because they bring in fresh ideas, energy, and different perspectives.”

— Warwickshire County Cricket Club Representative

Student Placements and Live Projects

Students from across BCU—including those in Business, Management, Accounting, Marketing, Sports Therapy, Photography, and Journalism—have benefited from placements and live briefs at Edgbaston. Examples include:

- Marketing, Advertising and PR students working on merchandise campaigns and digital content
- Sports Therapy students supporting player conditioning and recovery
- Photography students managing product shoots and creative direction
- Sports Journalism students interviewing players and coaches, covering live matches

Collaborative Research and Inclusion

BCU and Warwickshire CCC have co-funded research into the underrepresentation of British South Asian cricketers at the elite level. This work has informed the ECB's response to structural racism and supported the launch of the South Asian Cricket Academy, which has already seen graduates enter the professional game.

"The link with BCU and Tom Brown has been pivotal. It will change the way we think about recruiting more diverse people into the cricket community."

— Warwickshire CCC

Campus Integration and Events

The partnership extends beyond placements. Players and staff regularly visit BCU campuses for training and engagement. BCU branding is proudly displayed at Edgbaston, including on the Birmingham Bears' shirts and around the stadium.

"Together with Edgbaston, we aim to support students to apply their learning, open up access for young people of all backgrounds, and celebrate our home city—on and off the cricket pitch."



Practice

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

How We Define Practice

Birmingham City University demonstrates its institutional commitment to sustainability through policies such as the Net Zero Carbon Plan, Energy and Carbon Policy, and Responsible Procurement Policy. These frameworks guide faculty, staff, and students in advancing climate action, responsible operations, and education aligned with the UN SDGs and PRME principles. BCU is recognised as a 2:1 Class university in the 2024 People and Planet University League, reflecting strong sector performance in sustainability governance, education, and carbon reduction. Staff are supported to embed sustainability in curricula, research, and campus engagement through dedicated strategies and leadership.

Institutional Policies and Practices

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

Practice Awards

In 2024, Birmingham City Business School received 1 award for responsible and/or sustainable practices.

Certified Carbon Literate

Granter: The Carbon Literacy Trust

Grantee: Krishnendu Saha

Award Description:

The Carbon Literacy Training Award recognises the successful completion of accredited training that equips recipients with the knowledge and skills to take meaningful climate action in both personal and professional contexts. Through this programme, the recipient developed a critical understanding of the science of climate change, its social and economic impacts, and the importance of organisational responsibility in addressing the climate emergency. As part of the training, the recipient created a set of personal and professional action plans to reduce carbon emissions and to embed sustainability within teaching, research, and institutional practices. These actions include lowering their own carbon footprint, acting as a role model to encourage others, and integrating carbon literacy into the student learning experience through assessment and union activities. Achieving this award demonstrates a strong commitment to advancing sustainability, aligning directly with the UN Sustainable Development Goals, particularly SDG 4 (Quality Education), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action), and supports Birmingham City University's role as a PRME signatory in embedding responsible management education.

Practice Voices

The following statement from stakeholders at Birmingham City Business School demonstrates our commitment to sustainable and responsible practices.

Green Impact awards ceremony

The Green Impact Awards ceremony was held in the Joseph Priestley Building on Wednesday 20 August 2025, celebrating the outstanding sustainability achievements of staff and students across the University. The ceremony highlighted how sustainability is embedded in everyday practice through the commitment of professional services, academic teams, and individuals who take leadership in driving change.

Green Impact is an action-based sustainability programme that encourages schools, departments, and teams to collaborate in implementing sustainable practices within their workspaces. Over the past year, each sustainable action completed earned points, with awards given to those who reached Bronze (25+ points), Silver (75+ points), and Gold (125+ points) levels. This year, Bronze Award winners included the Finance Team, International Office, IT Department, Joseph Priestley team,

Production Department, and Research Office. The Silver Award was presented to Careers, Employability & Graduate+, while several other teams received “Working Towards Bronze” certificates, recognising their positive contributions to sustainability across the University.

Alongside team awards, a series of individual recognitions captured the breadth of impact staff and students are making. The **Sustainability Hero Award** was presented to Trainee Employability Adviser Eleanor MacMillan, while the **Innovation for Engagement Award** went to Careers, Employability & Graduate+. The **Community Action Award** was awarded to the Finance Team, and student leadership was celebrated through PhD Business student Mohamed Shrief and MSc Construction Project Management student Mohammadmehdi Yousefi. The **Team of the Year Award** was once again secured by Careers, Employability & Graduate+, reflecting their creativity, consistency, and commitment to engaging colleagues in sustainable action.

These achievements exemplify PRME’s **Practice Principle** by demonstrating how sustainable practices are being lived out across Birmingham City University. Whether through departmental initiatives, individual leadership, or student-led projects, the awards illustrate how collective effort can deliver meaningful environmental and social impact. The Green Impact programme continues to grow, and staff are invited to form new teams for the 2025/26 season, ensuring sustainability remains a shared responsibility embedded throughout the University’s operations.



Share

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



How We Define Share

At BCU, Share means amplifying responsible management practices through open dialogue, cross-institutional collaboration, and global engagement. We share impact stories via academic publications, conferences, social media, and public platforms, fostering a culture of transparency, peer learning, and continuous improvement in sustainability and ethics-led business education.

Engagement Opportunities

Birmingham City Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

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

Communication Audiences

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

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

Sharing Voices

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

Waste Awareness Week at BCU (24-28 March, 2025)

Waste Awareness Week at Birmingham City University was coordinated by the Facilities Management Team in partnership with the Sustainability Office, engaging staff, students, and external partners in activities promoting reduce, reuse, recycle principles. The week included litter-picking sessions that collected over 20 bags of waste, interactive *Common-Waste Games* testing recycling knowledge, and sustainability fairs at Seacole and Curzon campuses. Hundreds of students and staff participated, making it one of the most successful awareness weeks to date.

Communications and social media were central to the campaign's reach, with stories, graphics, and live updates shared widely through BCU Sustainability channels. The initiative also introduced the Recycling Rangers, a student-voted superhero team designed to keep momentum and engagement going beyond the campaign.

Sharing Voices - Case Studies from BCU

PRME Principle 7: Share encourages institutions to openly communicate their successes and failures to foster collective learning and uphold shared values and purpose. At Birmingham City University (BCU), internal stakeholders—including communications, public relations, academic staff, and students—actively contribute to this principle by sharing impactful stories and initiatives. The following case studies highlight how BCU exemplifies the Share principle through collaborative efforts and transparent communication.

Example 1: Celebrating First-Class Sustainability Recognition

Birmingham City University's commitment to environmental responsibility was publicly acknowledged when it achieved a First-Class ranking in the People & Planet University League. This recognition was not only a testament to the university's strategic efforts in carbon reduction and environmental management, but also a reflection of how effectively these achievements were communicated to internal and external audiences.

"BCU scored highly in Environmental Policy, Auditing and Environmental Management System, and Carbon Reduction. While the league highlights BCU's key achievements, there is still more to be done in Ethical Investment, Ethical Careers and Carbon Management." — BCU News Team

Example 2: Sharing Strategic Investment in Carbon Reduction

BCU's Estates and Facilities team secured a £3.3 million grant to enhance carbon reduction initiatives across campus. The announcement was shared widely through university news channels, showcasing how infrastructure investment aligns with broader sustainability goals.

"Driving sustainability is a vital part of Birmingham City University's mission to transform the lives of our students—as well as the city and wider region." — John Plumridge, Director of Estates and Facilities

Example 3: Sharing Sustainability in the Curriculum

BCU actively embeds sustainability across its curriculum and supports staff through workshops and collaborative networks. The university's Environment and Sustainability Hub provides a platform for staff to share resources and ideas, fostering a culture of openness and continuous improvement.

"Staff can join the 'Education for Sustainable Development' Microsoft Teams Group to network and share ideas, resources, and queries." — BCU Environment Team.

Embedding sustainability in our processes

We have embedded sustainability into several academic quality assurance processes including:

- The Periodic Review, a formal review of all of our courses every five years;
- The course approval form for every new course that is developed or existing courses that have a significant change.

Progress is reported against this in the annual Environment Report - please refer to the additional evidence section.

Embedding sustainability into the curriculum – Academic Professional Apprenticeship

To support staff in understanding what sustainability is and how it can be embedded into the curriculum, an introductory session is included as part of the Academic Professional Apprenticeship (APA). The APA is designed for staff who are new to higher education and who have responsibility for learning, teaching and assessment.

The session aims to support colleagues to embed sustainability in the curriculum of their individual courses and faculties, giving participants the knowledge and skills to support the implementation of sustainability priorities aligned with the UN's Sustainable Development Goals (SDGs).

Sustainable curriculum workshops

We have worked with SOS-UK to run the following workshops for staff and students:

- Introduction to embedding sustainability and climate learning in education
- Decolonising, decarbonising and democratising education

Examples of sustainability in the curriculum

There are some fantastic examples of staff embedding sustainability into the curriculum and students embedding real-life environmental issues into their University coursework.

BCU delivers research projects to develop sustainable solutions locally, regionally, and globally through Faculty Research Centres and Groups, for example, the Global Environmental Challenges Research Centre, which includes:

- MacroBio – Sustainable utilisation of Macroalgae, focused on biomethane production in Indonesia.
- EnAlgae – Addressing sustainable pathways for Algal Bioenergy in northwest Europe.
- IoT4Win – smart technology sensors to provide real-time updates on quality, quantity and demand for water working with United Utility.
- Exploring the application of property level flood risk adaptation in the UK.
 - Developing community centric sustainable solutions for rural communities in Western Cape South Africa
 - [CLIMANIA](#) - developing a Climate Action Game focusing on Retrofit with young people from Balsall Heath. The game won the RTPi award for Research Excellence in 2023.

Further information can be found on the Centre and its work on our [web pages](#).

Sustainable Growth Garden Project – the courtyard in our Parkside Building has been developed to grow and process plants for natural dyes, fibres and fragrances for use in our courses and education. This collaborative project is continually developing and Design Thinking Workshops are being held to share ideas and develop a business plan.

Some further [case studies](#) of Birmingham City University academic's sustainability work can be found on our web pages.

Supporting Schools and Faculties

The Research, Innovation, Employability and Enterprise Team are working on a range of projects that support schools and faculties for sustainability. Each year, Birmingham City University works with [Schools and Colleges](#), offering a range of activities, talks and events to increase understanding of higher education study and career opportunities. Some of these talks or events are surrounding sustainability.

BCU hosted two Women in Engineering events in June 2024 which saw more than 170 female pupils from 12 West Midlands schools take part in an exciting engineering challenge, where they worked in teams to tackle sustainability issues by building floodproof homes.

Through the [BCU India Group](#), we are developing collaborative relationships in India between academia, business organisations and civil society; with sustainability being a central thematic area. Our vision is the creation of new strategic projects in India, aligned with our strengths as a University and working in strong partnerships with organisations in India, so we can enable personal transformation and actual practical on-the-ground innovation, enterprise and research.

Our ISO 14001:2015 certified Environmental Management System (EMS) includes the provision of teaching and research and so embedding sustainability in the curriculum is audited as part of our accreditation.

Communication Barriers

Birmingham City Business School faces the following barriers in transparent communications:



**Data privacy
regulations**



**Feedback
loops**



**Donor
sensitivities**

SIGNATORY

Birmingham City Business School



Address

The Curzon Building, 4 Cardigan Street, Birmingham, B4 7BD
United Kingdom



Website

<http://www.bcu.ac.uk/business-school>