

PRiME

*an initiative of the
United Nations Global Compact*



BIRMINGHAM CITY
University

Sharing Information on Progress 2026

Birmingham City Business School

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

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

Mission

BCUBS plays an instrumental part in the delivery of the University's strategy 'BCU 2030 and Beyond'. The BCUBS vision "to be an exemplary anchor business school" is closely aligned to that of the University and reflects the role the business school plays as a key conduit through which the University and industry interact, making tangible differences to business and societal challenges. BCUBS provides a gateway to international markets and the business community, developing high-quality educational and corporate relationships.

Our mission '*to create, apply and share business knowledge for a better and more inclusive society*' will be delivered through our three strategic pillars. These pillars define our approach and the actions we will take to:

1. Develop Talent for Tomorrow
2. Create knowledge for Good
3. Power Prosperity

Vision

To be an exemplary anchor business school.

We will create and share knowledge for a better and more inclusive society. We'll change lives with inspiring, accessible, and inclusive practice-based teaching, and lead the way in promoting social mobility and community development. Our intention is to become the top Business School and University in the Midlands for boosting regional growth, innovation, and skills. And our outstanding research will solve problems and effect societal change.

Strategy

BCU Strategy 2030

View BCU Strategy 2030 here: [csu2024169-strategy-brochure-v3-draft-18-133809892039461074.pdf](https://www.bcu.ac.uk/media/2024/169-strategy-brochure-v3-draft-18-133809892039461074.pdf)
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Birmingham City Business School Strategic Plan
2025-2030 External

View document  Download document 

Strategy Alignment

BCU Business School Strategic Alignment

Strategy Alignment with PRME

Birmingham City University Business School (BCUBS) is committed to advancing the Principles for Responsible Management Education (PRME) through the integration of responsible leadership, sustainability, inclusion, innovation, and societal impact across our teaching, research, engagement, and partnerships. As part of Birmingham City University's Strategy 2030, *Rooted in Birmingham, Reaching Beyond*, we contribute to the University's vision of developing talent for tomorrow, creating knowledge for good, and powering prosperity while supporting the United Nations Sustainable Development Goals (SDGs) at local, national, and global levels.

At the heart of our identity is our role as a civic business school embedded within Birmingham, one of the UK's most diverse and economically challenged cities. Birmingham is renowned for its entrepreneurial heritage, cultural richness, and economic significance, yet it continues to experience persistent challenges relating to deprivation, social mobility, economic inequality, and skills shortages. As an anchor institution, Birmingham City University has a responsibility to contribute positively to the communities it serves. BCUBS embraces this responsibility by providing transformative educational opportunities, generating impactful research, and collaborating with businesses, policymakers, and community organisations to create sustainable economic and social value.

Our commitment to PRME is underpinned by a clear societal impact agenda focused on fostering inclusive economic growth and reducing inequalities. While the School contributes to many Sustainable Development Goals through its teaching, research, and engagement activities, our primary strategic focus is aligned with SDG 8: Decent Work and Economic Growth and SDG 10: Reduced Inequalities. These goals provide the foundation for our approach to curriculum development, scholarship, knowledge exchange, and external engagement, reflecting both the needs of our region and our commitment to responsible management education.

Delivering Impact Through Our Strategic Framework

BCUBS delivers its mission through three interconnected strategic priorities that align directly with Birmingham City University's Strategy 2030 and provide a framework for achieving meaningful societal impact.

Talent for Tomorrow

Talent for Tomorrow focuses on developing graduates who are equipped to succeed in an increasingly complex and rapidly changing world while contributing positively to society. Aligned primarily with SDG 10, this strategic priority places inclusion, opportunity, and social mobility at the centre of our educational mission. We seek to create an inclusive learning environment in which students from all backgrounds can flourish and fulfil their potential.

Our programmes are designed to cultivate responsible leaders with the knowledge, skills, and values required to navigate contemporary business challenges. Through the integration of ethical decision-making, responsible leadership, sustainability, inclusivity, and global citizenship across the curriculum, students are encouraged to consider the broader social and environmental implications of business practice. Experiential learning, industry engagement, applied projects, and work-based opportunities further enable our students to develop the capabilities necessary to contribute to more equitable and sustainable organisations and communities.

Knowledge for Good

Creating Knowledge for Good reflects our commitment to research and knowledge exchange that delivers meaningful benefit to organisations, communities, and society. Aligned with SDGs 8 and 10, this strategic priority recognises the role of scholarship in addressing economic, social, and environmental challenges and informing positive change.

Our research aims to improve understanding of issues including social mobility, inclusive growth, responsible innovation, entrepreneurship, workplace equality, digital transformation, sustainability, and economic resilience. Through interdisciplinary collaboration and engagement with external stakeholders, we seek to ensure that research extends beyond academic outputs to influence policy, professional practice, and community outcomes. We aspire to be recognised as a leading contributor to scholarship that supports fairer economic participation and reduces structural inequalities.

Powering Prosperity

Powering Prosperity positions BCUBS as a catalyst for sustainable economic and social development. Aligned primarily with SDG 8, this strategic priority focuses on strengthening partnerships with businesses, entrepreneurs, public sector organisations, and community groups to support innovation, enterprise, productivity, and inclusive growth. Through knowledge exchange, business support programmes, research partnerships, and community engagement activities, the School contributes to the development of skills, opportunities, and innovation that support long-term prosperity. These activities are designed not only to stimulate economic growth but also to ensure that growth is inclusive and benefits the communities we serve.

Sustainability and Responsible Leadership

A major development during the reporting period has been the launch of Birmingham City University's Sustainability Strategy, *Our Sustainable Future: 2030 and Beyond*. The strategy establishes a whole-institution commitment to embedding sustainability across teaching, research, operations, and community engagement. Built around the themes of Creating a Sustainable Campus, Creating Sustainable Impact, and Creating Sustainable Communities, the strategy recognises the interconnected nature of environmental sustainability, social justice, and economic prosperity.

Central to the strategy is a commitment to Education for Sustainable Development (ESD), climate justice, interdisciplinary collaboration, and community empowerment. BCUBS contributes to these ambitions by embedding sustainability and responsible management principles throughout our curriculum and research activities. Students are encouraged to engage critically with contemporary challenges relating to climate change, environmental responsibility, ethical governance, and sustainable business practice, ensuring they develop the competencies required to lead responsibly in their future careers.

The University's STEAM agenda further enhances our approach by encouraging interdisciplinary solutions to complex societal challenges. By bringing together expertise from business, technology, science, engineering, arts, and the humanities, BCUBS supports innovative and systems-based approaches to sustainability, entrepreneurship, digital transformation, and responsible innovation. This interdisciplinary perspective aligns closely with PRME's commitment to preparing future leaders capable of addressing interconnected global challenges.

Equity, Inclusion and Belonging

Equity, diversity, inclusion, and belonging are fundamental to our mission as a civic business school and are central to our alignment with PRME. During the reporting period, Birmingham City University launched its new Equality, Diversity and Inclusion Strategy, *Belonging at the Heart of BCU*, alongside the establishment of the Office for Institutional Equity (OIE). Together, these initiatives represent a significant institutional commitment to embedding equity, belonging, inclusion, and community throughout all aspects of university life.

The EDI Strategy establishes five key priorities:

- Eliminating disparities in degree outcomes across ethnic groups.
- Increasing workforce diversity at all levels of the University.
- Supporting equitable participation and success for disabled students and staff.
- Strengthening belonging and trust across the University community.
- Reducing ethnicity, disability, and gender pay gaps.

The OIE provides leadership, accountability, and evidence-informed approaches to delivering these priorities while supporting inclusive curriculum development, equitable student outcomes, and inclusive organisational cultures. BCUBS actively contributes to this agenda through inclusive teaching and assessment practices, initiatives that support student success and belonging, and engagement with institutional programmes addressing awarding gaps and barriers to participation.

Our commitment to equity reflects the demographic profile of the communities we serve and our belief that business schools have a responsibility to create opportunities, remove barriers, and develop leaders who understand the importance of fairness, representation, dignity, and social justice. This work contributes directly to SDGs 5, 10, and 16 while reinforcing the values underpinning PRME.

Research Excellence and Societal Impact

Research and knowledge exchange are central to our contribution to PRME and our ambition to create knowledge for good. During the reporting period, the School strengthened its research environment through the development of three strategically aligned research centres that support the delivery of the School's societal impact objectives.

The Centre for Innovation, Transformation and Entrepreneurship (CITE) advances applied and engaged research focused on entrepreneurship, innovation, SME growth, leadership, and business transformation. Working collaboratively with businesses and policymakers, the Centre contributes to the development of resilient entrepreneurial ecosystems and sustainable economic growth.

The Centre for Accountancy, Finance and Economics (CAFÉ) produces research addressing finance, economics, public policy, economic development, and inclusive growth. Through evidence-based scholarship and stakeholder engagement, the Centre supports informed decision-making and contributes to economic resilience and societal wellbeing.

The Centre for Responsible Innovation in Big Data and Artificial Intelligence (BRAIN) reflects our commitment to ensuring emerging technologies are developed and applied ethically and responsibly. Working with industry, healthcare providers, public services, and international partners, the Centre advances research into artificial intelligence, digital transformation, AI assurance, and data-driven innovation while maintaining a strong focus on ethics, governance, and societal benefit.

These centres collectively support the School's strategic priorities by generating impactful scholarship, supporting innovation, fostering partnerships, and addressing contemporary challenges relating to sustainability, inequality, economic development, and responsible technological change.

Global and Local Impact Through Research and Engagement

The School's growing portfolio of externally funded projects demonstrates our commitment to addressing societal challenges through collaboration, innovation, and applied research.

A flagship example is the SMART-SIP+ project, a £2.6 million UK Research and Innovation-funded initiative that seeks to transform agricultural communities in Bangladesh through renewable energy innovation. The project explores how surplus energy generated by solar irrigation systems can be harnessed to support food processing, sustainable cooling, post-harvest management, and community enterprise development. By bringing together expertise from business, engineering, agriculture, and international partners, the project contributes to climate resilience, clean energy adoption, sustainable agriculture, and inclusive economic development.

The School also supports initiatives that address barriers to enterprise and economic participation. The Fund It, Build It, Grow It: Women's Entrepreneurship Workshop focuses on improving funding literacy, networking opportunities, and entrepreneurial confidence for women entrepreneurs. This initiative reflects our commitment to promoting inclusive entrepreneurship and supporting greater participation within business ecosystems.

Through these and other projects, BCUBS demonstrates how research can contribute to both local and global challenges while supporting the University's commitment to the SDGs and PRME principles.

Looking Forward

As we progress towards 2030, Birmingham City University Business School remains committed to embedding the Principles for Responsible Management Education throughout our teaching, research, engagement, and operations. Guided by Strategy 2030, Our Sustainable Future, the University's STEAM agenda, the EDI Strategy 2030, and the work of the Office for Institutional Equity, we will continue to develop graduates who lead responsibly, generate knowledge that benefits society, and cultivate partnerships that drive sustainable and inclusive prosperity.

Through the strategic priorities of Talent for Tomorrow, Knowledge for Good, and Powering Prosperity, we seek to reduce inequalities, improve social mobility, support decent work and inclusive economic growth, and contribute to a fairer, more sustainable future. By aligning our activities with PRME and the Sustainable Development Goals, BCUBS aims to be a business school that not only serves Birmingham but also contributes meaningfully to addressing the challenges facing society globally.

Institutional History

A Brief History of Birmingham City University and the Path to Responsible Management Education

A Brief History of Birmingham City University and the Path to Responsible Management Education

Year	Milestone
1843	Birmingham School of Design founded – the earliest institutional root
1971	Formation of City of Birmingham Polytechnic
1992	Gained university status as Birmingham City University (BCU)
2013	EcoCampus Platinum Status
2017	Transforming the Curriculum initiative refreshed all undergraduate and postgraduate courses enhancing student learning experiences for responsible leadership.
2018	Joined the UN Principles for Responsible Management Education (PRME)
2019	BCU declared a climate emergency
2020	BCU developed its first Environmental Plan (2020-2025)
2020	Embedding Sustainability into the Curriculum' course developed for staff. Staff and Educational Development Association (SEDA) accreditation achieved.
2020	Submitted first SIP Report, aligning curriculum with PRME principles
2021	BCU Civic University Agreement signed
2023	Became Secretariat for the UK & Ireland PRME Chapter
2024	Submitted SIP Report with SDG-aligned research and curriculum
2025	Launch of Strategy 2030: Rooted in Birmingham, Reaching Beyond

2026	Launch of <i>Our Sustainable Future</i> Sustainability Strategy
2026	Secretariat for UK & Ireland PRME Chapter extended
2026	Sarah Harper, Head of Accreditations and Strategic Projects at BCUBS, joined UK and Ireland PRME Chapter steering group
2026	Launch of <i>Belonging at the Heart of BCU</i> Equality, Diversity and Inclusion Strategy
2026	Establishment of the Office for Institutional Equity

Foundations and Evolution (1843–1992)

Birmingham City University's roots trace back to 1843, with the founding of the Birmingham Government School of Design. Over the next century, the city saw the emergence of several specialist institutions, including the Birmingham College of Art, School of Music, and College of Commerce, the latter forming the foundation of what would become the Business School.

In 1971, these institutions merged to form The City of Birmingham Polytechnic, one of the UK's largest polytechnics. The Polytechnic gained university status in 1992, becoming Birmingham City University. This marked a pivotal shift toward a broader academic and civic mission, with business education playing a central role.

Establishing the Business School and Early RME Commitments (1990s–2010s)

Birmingham City University's Business School emerged as a distinct academic unit, offering programmes in Accounting, Finance, Economics, Management, Marketing, HRM, and Entrepreneurship. Its applied, practice-based approach was shaped by the city's industrial heritage and the University's civic ethos.

During the 2000s and early 2010s, BCU began integrating sustainability into institutional strategies and developing environmental policies addressing energy use, waste management and sustainable procurement. The Business School began embedding themes of sustainability, ethics, and social responsibility into its business curriculum with the introduction of modules on business ethics, CSR, and governance and a growing emphasis on inclusive education and employability. These early efforts laid the foundation for BCU's commitment to net-zero carbon emissions by 2030 and its recognition as one of the most sustainable universities in the UK.

Joining PRME and Strategic Integration (2018 - 2020)

In 2018, the School became a signatory to the UN Principles for Responsible Management Education (PRME). This milestone formalised its commitment to aligning education, research, and operations with the UN Sustainable Development Goals (SDGs).

The 2020 SIP Report documented:

- - The launch of a School-wide curriculum mapping project to align with PRME
 - The integration of responsible management themes into staff development and student engagement
 - The establishment of interdisciplinary research clusters focused on sustainability and inclusive growth

Institutional Leadership and Civic Impact (2020 - 2024)

Between 2020 and 2024, the Business School deepened its RME commitment through:

- - Hosting the UK and Ireland PRME Chapter Secretariat (extended through 2027)
 - Launching a portfolio-wide revalidation to embed inclusive assessment, reduce attainment gaps, and align with SDGs
 - Aligning with BCU's Strategy 2030, which emphasises civic engagement, social mobility, and sustainability.

The 2024 SIP Report highlights:

- - A 44% increase in SDG-aligned research outputs, especially in SDGs 8, 10, and 11
 - The integration of PRME themes across all programmes, including postgraduate and doctoral levels
 - A vibrant programme of masterclasses, conferences, and community partnerships, such as the Biodiversity Net Gain Conference and PRME Masterclasses

Governance and Leadership for RME

BCBS has formalised its RME leadership structure:

- - Dr Krish Saha, Associate Professor in Circular Economy, serves as the operational PRME lead
 - A steering group with representatives from each college ensures strategic coordination
 - Oversight is provided by the Accreditation Committee, chaired by the PVC Executive Dean

Looking Ahead: Strategy 2030 and Beyond

As Birmingham City University progresses towards its 2030 ambitions, Birmingham City University Business School continues to strengthen its commitment to the Principles for Responsible Management Education (PRME) through a strategic focus on inclusive growth, sustainability, responsible innovation, and societal impact. Guided by the University's Strategy 2030: *Rooted in Birmingham, Reaching Beyond*, the School contributes to the institutional pillars of Developing Talent

for Tomorrow, Creating Knowledge for Good, and Powering Prosperity, while supporting the United Nations Sustainable Development Goals with particular emphasis on SDG 8: Decent Work and Economic Growth and SDG 10: Reduced Inequalities.

The launch of the University's Sustainability Strategy, *Our Sustainable Future*, marks an important step in embedding sustainability across all aspects of university activity. Through its focus on creating sustainable campuses, sustainable impact, and sustainable communities, the strategy reinforces the School's commitment to Education for Sustainable Development, climate justice, responsible leadership, and interdisciplinary approaches to solving complex societal challenges. These ambitions are further supported by the University's STEAM agenda, which encourages collaboration across business, technology, engineering, science, arts, and humanities disciplines to develop innovative and sustainable solutions to local and global challenges.

During 2026, the University also launched its new Equality, Diversity and Inclusion Strategy, *Belonging at the Heart of BCU*, alongside the Office for Institutional Equity. Together, these initiatives place equity, inclusion, belonging, and community at the centre of institutional decision-making and provide a framework for addressing disparities in student outcomes, workforce representation, accessibility, and participation. For the Business School, these developments reinforce our longstanding commitment to widening participation, reducing inequalities, and creating opportunities for learners and communities who have traditionally been underrepresented in higher education and leadership.

The School's research ambitions have also evolved through the establishment of three strategic research centres: the Centre for Innovation, Transformation and Entrepreneurship (CITE), the Centre for Accountancy, Finance and Economics (CAFÉ), and the Centre for Responsible Innovation in Big Data and Artificial Intelligence (BRAIN). These centres strengthen our capacity to generate impactful research that addresses entrepreneurship, inclusive growth, responsible innovation, digital transformation, sustainability, and economic resilience. Through collaborations with industry, policymakers, communities, and international partners, they provide new opportunities to translate research into practical benefits for society and contribute to the advancement of responsible management education.

The School's commitment to global impact is exemplified by initiatives such as the SMART-SIP+ project, which supports sustainable agriculture and renewable energy innovation in Bangladesh, and programmes such as *Fund It, Build It, Grow It*, which address barriers to entrepreneurship and economic participation. These initiatives demonstrate how the School's research and engagement activities contribute directly to sustainable development, inclusive growth, and the creation of opportunities for underrepresented communities locally and internationally.

As Secretariat of the UK and Ireland PRME Chapter, a role extended during the reporting period, Birmingham City University Business School continues to play a leadership role within the responsible management education community. The appointment of Sarah Harper, Head of Accreditations and Strategic Projects, to the UK and Ireland PRME Chapter Steering Group further strengthens the School's contribution to advancing responsible management education nationally and internationally.

Looking ahead, Birmingham City University Business School will continue to align its teaching, research, partnerships, and operations with PRME principles and the Sustainable Development Goals. Through responsible leadership, impactful scholarship, civic engagement, and a commitment to sustainability and inclusion, the School will continue to create, apply, and share business knowledge that contributes to a more prosperous, equitable, and sustainable future.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1965
Faculty & Staff at the University	3252
Faculty & Staff at the Institution	173
Student Enrollment at the University	25035
Student Enrollment at the Institution	3800
Undergraduate Attendance	3001
Masters-Level Postgraduate Attendance	722
Doctoral Student Attendance	77
Certificate, Professional Development, or Continuing Education Attendance	82

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.)

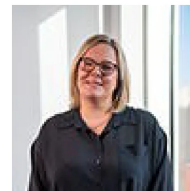


Purpose

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

Letter of Commitment

Statement from Professor Leanne de Main, Dean of Birmingham City University Business School



Birmingham City University's Business School is proud to reaffirm its commitment to the Principles for Responsible Management Education (PRME) and to our continuing role as host of the Secretariat for the UK and Ireland PRME Chapter. Our continued engagement with PRME is integral to our mission and vision, and we are dedicated to embedding these principles across all aspects of our teaching, research, and engagement.

Since the submission of our 2025 SIP Report, we have launched our new strategy, mission and vision in line with the University's *Strategy 2030: Rooted in Birmingham, Reaching Beyond*. This strategy positions 'place' at the heart of our mission, reinforcing our identity as a civic anchor institution. Our School's mission is delivered through three strategic pillars:

- **Develop Talent for Tomorrow**
- **Create Knowledge for Good**
- **Power Prosperity**

Our commitment to the UN Sustainable Development Goals (SDGs) is reflected in our focused efforts on:

- **SDG 8: Decent Work and Economic Growth**
- **SDG 10: Reduced Inequalities**

School representatives are members of the newly formulated University SDG Committee which aims to drive forward our membership of two UN mechanisms, the SDG Solutions Network and the UN Academic Impact (UNAI) initiative.

The launch of the 'Our Sustainable Future', 2030 and Beyond', the University's sustainability strategy, provides a roadmap for our continued efforts to:

- Embed sustainability in everything we do – from our teaching and research to our campus operations and community partnerships
- Advance knowledge, innovation and practical solutions that support environmental, social, and economic sustainability
- Empower our students, staff, and local communities to drive positive change across Birmingham and beyond
- Work hand in hand with our communities to create a fairer, greener, and more resilient future.

The 2026 SIP Report highlights the tangible progress we have made in advancing Responsible Management Education (RME). Our student body reflects the rich diversity of Birmingham, with over half of the students

identifying as Black, Asian, or from minority ethnic backgrounds, and a significant proportion coming from underrepresented and disadvantaged communities. This diversity informs our priorities and drives our commitment to inclusive education and social mobility.

Key achievements include:

- Expanding opportunities for students to work alongside academics and industry partners to co-create learning experiences that are inclusive, relevant, and future-focused.
- Addressing pressing societal challenges through our research and knowledge exchange, from inclusive economic development to ethical business practices, contributing to both local impact and global discourse.
- Facilitating knowledge exchange and capacity building across the UK and Ireland PRME Chapter, supporting institutions in their own RME journeys in our continuing role as Secretariat host.

We recognise that embedding sustainability, responsibility, and ethics is an ongoing process that requires continuous effort and innovation. The School will deliver continuous improvement through the three workstreams identified to deliver 'Our Sustainable Future':

1. **Creating a Sustainable Campus:**

We reduce the negative environmental impacts of our operations creating positive change and a sustainable place to study and work

2. **Creating a Sustainable Legacy:**

We embed sustainability at the core of our operations, education, research, and partnerships creating a lasting positive legacy locally and globally

3. **Creating Sustainable Communities:**

To empower students, staff, and local partners to co-create inclusive, resilient, and environmentally conscious communities in and around Birmingham.

We remain steadfast in our commitment to empowering individuals and enabling organisations and communities to thrive. Through a research-engaged, industry-relevant, and practice-informed curriculum, we will continue to create ethical and sustainable solutions to the complex challenges facing our world.



Definition of Purpose

Aligned with Birmingham City University's mission to create and share knowledge for a better and more inclusive society, the Business School develops responsible leaders who can address global challenges, drive sustainable growth, and create positive social, environmental, and economic impact through ethical and innovative management practice.

Institutional Engagement

26% - 50% 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.

Continue telling your story

Our Sustainable Future

Sustainability Strategy: *Our Sustainable Future (2030 and Beyond)*

Launched in early 2026, Birmingham City University's Sustainability Strategy, *Our Sustainable Future*, establishes a whole-institution commitment to embedding sustainability across teaching, research, operations, and community engagement. The strategy is closely aligned with Strategy 2030 and the United Nations Sustainable Development Goals (SDGs), recognising the University's responsibility to address the interconnected environmental, social, and economic challenges facing society.

The strategy is guided by a vision to build a sustainable future for the institution and the communities it serves, with sustainability embedded across all aspects of university life. It adopts five core principles:

- A whole-institution approach to sustainability.
- Environmental responsibility and carbon reduction.
- Education for Sustainable Development (ESD).
- Fairness, inclusion, and climate justice.
- Student and staff empowerment.

Delivery is structured around three strategic workstreams:

Creating a Sustainable Campus

Reducing environmental impacts through carbon reduction, biodiversity enhancement, sustainable resource management, climate resilience, and the development of more sustainable buildings and infrastructure. The University has already achieved significant reductions in carbon emissions and is pursuing ambitious net-zero objectives.

Creating Sustainable Impact

Advancing sustainability-focused research, innovation, and knowledge exchange that contribute to local, national, and global sustainability challenges. The strategy promotes interdisciplinary collaboration and alignment of research activity with the SDGs, ensuring the University creates knowledge that delivers meaningful societal benefit.

Creating Sustainable Communities

Working collaboratively with students, businesses, policymakers, and communities to support sustainable development, social inclusion, and community resilience. This includes empowering learners and staff to act as agents of positive change and strengthening partnerships that contribute to a fairer and more sustainable future.

A central theme throughout the strategy is Education for Sustainable Development (ESD). The University is committed to embedding sustainability knowledge, competencies, and values across curricula, ensuring graduates are equipped to address complex sustainability challenges in their future careers and communities. The strategy also highlights the role of interdisciplinary STEAM approaches in preparing students to tackle global challenges through innovation, responsible leadership, and systems thinking.

The Sustainability Strategy strongly aligns with Birmingham City University's strategic pillars of Develop Talent for Tomorrow, Create Knowledge for Good, and Power Prosperity, while contributing to the University's wider commitment to advancing all seventeen Sustainable Development Goals through education, research, operations, and external engagement.

[Sustainability strategy](#)

Belonging at the Heart of BCU

Equality, Diversity and Inclusion (EDI) Strategy 2030: *Belonging at the Heart of BCU*

[EDI strategy](#)

Launched in 2026, Birmingham City University's Equality, Diversity and Inclusion Strategy 2030, *Belonging at the Heart of BCU*, establishes a university-wide commitment to embedding equity, belonging, inclusion, and community across all aspects of university life. Aligned with Strategy 2030, the strategy recognises that inclusive excellence is fundamental to educational success, staff experience, research, and civic engagement. It seeks to create an environment where every student, staff member, and partner feels valued, heard, represented, and empowered to thrive.

The strategy is underpinned by a vision:

To be a university where belonging, inclusion and community define our culture and success.

The strategy identifies five key institutional priorities:

- Eliminating disparities in degree outcomes between different ethnic student groups.
- Increasing workforce diversity at all levels of the University.
- Ensuring disabled students and staff have equitable access, opportunity, and support.
- Strengthening belonging, trust, and confidence across the University community.
- Reducing ethnicity, disability, and gender pay gaps.

A central feature of the strategy is its emphasis on equity rather than equality, recognising that individuals and communities experience differing barriers and require tailored support to achieve fair outcomes. The strategy adopts an intersectional approach, encouraging the University to consider how factors such as ethnicity, disability, gender, socio-economic background, age, caring responsibilities, faith, and neurodiversity interact to influence individual experiences.

The strategy also promotes:

- Inclusive curricula and assessment practices.
- Evidence-informed decision making through improved data and insight.
- Accessible physical, digital, and learning environments.
- Shared responsibility and active allyship across the University community.
- Greater representation, participation, and belonging for all groups.

By embedding equity and inclusion across policies, practices, leadership, curriculum design, student support, and workforce development, the strategy aims to move beyond compliance and create lasting cultural change. It supports Birmingham City University's wider ambitions to develop talent, create knowledge for good, and power prosperity while advancing social justice and reducing inequalities.

Office for Institutional Equity (OIE)

[Office for Institutional Equity | Birmingham City University](#)

The Office for Institutional Equity (OIE) was established in 2026 to provide leadership, accountability, and strategic oversight for equity, diversity, inclusion, and belonging across Birmingham City University. The Office plays a central role in delivering the EDI Strategy 2030 and ensuring that equity is embedded within the University's governance, planning, decision-making, research, education, and community engagement activities.

The Office's purpose is:

To embed equity, inclusion and belonging across Birmingham City University, ensuring that Strategy 2030 delivers measurable, inclusive outcomes for students, staff and communities.

Recognising Birmingham's diverse population and the University's strong civic mission, the OIE seeks to address persistent inequalities affecting both students and staff. Particular areas of focus include:

- Reducing degree awarding gaps.
- Supporting student success and belonging.
- Promoting inclusive curriculum development.
- Building an inclusive workforce and organisational culture.
- Addressing pay gaps and representation inequalities.
- Supporting equity-focused research, partnerships, and community engagement.

The Office works collaboratively across Schools, professional services, staff networks, student groups, and external partners. It uses both quantitative data and lived experience to inform decision-making and monitor progress against institutional priorities. The OIE also supports the University's engagement with national equality frameworks and charters, including Athena Swan, the Race Equality Charter, Disability Confident, and Project Zero, Birmingham City University's institution-wide programme to eliminate ethnicity degree awarding gaps.

Importantly, the Office promotes a culture of shared responsibility, recognising that inclusion is not the responsibility of a single team but must be embedded throughout the institution. Through leadership, evidence-informed practice, accountability, and partnership, the OIE aims to ensure that equity and belonging become core characteristics of the Birmingham City University experience for students, staff, and the communities the University serves.

STEAM at BCU Strategy

Launched in 2026, the [STEAM strategy](#) establishes a university-wide framework for addressing complex societal, economic and environmental challenges through the integration of Science, Technology, Engineering, Arts and Mathematics (STEAM). Aligned with Birmingham City University's Strategy 2030, the strategy positions STEAM as a core enabler of the University's ambitions to develop talent, create knowledge for good, and power prosperity. It seeks to strengthen the University's role as an anchor institution by bringing together education, research, enterprise and partnership activity to deliver meaningful impact for communities, businesses and society.

The strategy is underpinned by a vision to harness interdisciplinary thinking, creativity and innovation to generate solutions to real-world challenges and support sustainable development. It recognises that many contemporary issues, including climate change, health inequalities, technological change, skills shortages and economic transformation, require collaboration across traditional disciplinary boundaries.

The strategy identifies several key priorities:

- Embedding interdisciplinary collaboration across teaching, research and enterprise.
- Advancing Education for Sustainable Development across the curriculum.
- Supporting innovation and entrepreneurship through open innovation approaches.
- Strengthening partnerships with industry, civic organisations and communities.
- Addressing regional and global challenges through applied research and knowledge exchange.
- Enhancing student employability through real-world learning and problem solving.

A central feature of the strategy is its commitment to sustainability as a cross-cutting theme.

Sustainability is positioned as a key enabler of institutional success, ensuring that teaching, research, innovation and engagement activities contribute to the achievement of the United Nations Sustainable Development Goals and wider societal benefit. The strategy promotes collaborative working across disciplines to create practical solutions that generate economic, social and environmental value.

The strategy also promotes:

- Innovation-driven teaching and learning.
- Research with demonstrable societal impact.
- Knowledge exchange and community engagement.
- Industry collaboration and co-creation.
- Sustainable and inclusive economic growth.
- Regional leadership in innovation and skills development.

By embedding STEAM principles across the institution, the strategy aims to create a culture that encourages curiosity, creativity, collaboration and impact. It supports Birmingham City University's ambition to be recognised as a forward-thinking university that develops graduates, knowledge and partnerships capable of shaping a more sustainable, inclusive and prosperous future



Values

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



How We Define Values

Guided by Birmingham City University's values of creating opportunity, thinking differently, and building community, the Business School promotes fairness, inclusion, innovation, collaboration, and responsible leadership, encouraging students and staff to create positive impact for organisations, communities, and society.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

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

Student Voices

The following student narratives illustrate how Responsible Management Education at Birmingham City University has shaped students' academic learning, personal values and future aspirations. Their reflections demonstrate how ethical, social and environmental considerations are integrated across finance, management, marketing, supply-chain and work-based learning.

Jinhao Yang – International Finance

'Through Corporate Financial Strategy and Banking, Financial Markets and Institutions, I learned that financial decisions should not focus solely on profit. They must also consider ethical, environmental and social consequences. This has changed how I understand responsible leadership and inspired me to pursue a career in finance where I can contribute to long-term, sustainable value.'

Tanzila Mudassar – International MBA

'My International MBA studies have shown me that responsible management should be embedded in every business decision, from treating employees fairly and making ethical financial choices to developing sustainable marketing and operational strategies. This has strengthened my ambition to become a responsible business professional, academic or entrepreneur who creates value for both business and society.'

Sally Vickers – BA (Hons) Business with Marketing with Professional Placement Year

'Through my Strategic Supply Chain and e-business studies, I explored issues including employee treatment, responsible transportation, sustainability and the social impact of business decisions. Together with my professional placement experience, this learning has changed what I value in an employer and will influence how I approach ethical and socially responsible decisions throughout my career.'

Alumni Reflection on Learning Experience at Birmingham City Business School

Shivali Srivastav

MSc Management and Marketing with Professional Placement (Alumna)

Strategic Sales and Marketing Manager & KTP Associate, Kashket & Partners

'My time studying MSc Management and Marketing with Professional Placement at Birmingham City Business School shaped me both professionally and personally. While the curriculum provided practical, industry-focused knowledge, my experience at BCU went far beyond the classroom. Throughout my studies, I was encouraged to actively engage with the wider university community. I developed valuable leadership, communication, and interpersonal skills through roles as a Student Ambassador, Student Content Creator, participation in university rebranding initiatives, running in student elections, and presenting to prospective students. These experiences gave me the confidence to engage with diverse audiences, represent the university, and contribute to meaningful projects with real impact.

What stood out most was the supportive culture fostered by lecturers and staff. Tutors consistently encouraged students to explore opportunities beyond their modules, helping us develop into well-rounded professionals. The university also provided numerous networking events, career fairs, guest speaker sessions, and student societies, enabling connections across industries and cultures while broadening our perspectives on responsible leadership and collaboration.

Right after graduating, I joined Kashket & Partners as a Strategic Sales and Marketing Manager through a Knowledge Transfer Partnership (KTP) project. In this role, I draw upon both the academic knowledge and practical skills developed at BCU every day. The university taught me to think strategically, communicate effectively, embrace innovation, and understand the broader impact that businesses can have on people and communities.

Looking back, I am incredibly proud to be a Birmingham City University alumna. BCU provided not only an excellent education but also the opportunities, support, and confidence to build a meaningful career and continue growing as a responsible business professional.

I don't just say that I studied at BCU: I carry its spirit with me every day.'

Student Awareness

26% - 50% of students at Birmingham City Business School are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Birmingham City Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



Teach

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



How We Define Teach

Aligned with Birmingham City University's Talent for Tomorrow strategic pillar, the Business School delivers inclusive, practice-based and responsible management education that equips students with the knowledge, skills, values and leadership capabilities needed to address societal challenges, drive sustainable growth, and succeed in their future careers

Courses that support RME

Birmingham City Business School reports 4 courses in 2025 that support responsible management education and sustainable development goals.

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.

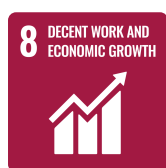
At Birmingham City Business School, many of our learners are first-generation university students, often from deprived areas, who will likely be the first in their families to enter white-collar employment. This makes their educational journey both transformative and socially significant.

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.



Ethical and Sustainable Supply Chain | BUS7083

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.

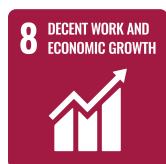
The module is explored through theoretical and practitioner-based learning, incorporating best practices in contemporary business, as well as conducting analyses on the impacts of management decision-making and corporate performance. Teaching is augmented by videos from notable organisations and talks 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.

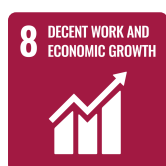
The course combines theoretical analysis with applied learning, requiring students to research, present, and reflect on current finance topics. These activities strengthen independent study, critical thinking, and communication skills while also enhancing employability. Graduates gain the ability to 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 2025, 4 awards were given to faculty and educators at Birmingham City Business School.

Officer of the Order of the British Empire (OBE)

Granter: His Majesty The King through the UK Honours System; administered and published by the Cabinet Office

Grantee: Professor Mohamed Wasim Hanif OBE

Award Description:

Professor Wasim Hanif, Professor and Medical Director at Birmingham City University, was appointed an Officer of the Order of the British Empire (OBE) in the King's Birthday Honours 2026 for services to diabetes and health inequalities. The honour recognises his leadership in improving healthcare outcomes, reducing inequalities, strengthening healthcare education and informing health policy.

D&AD New Blood Wooden Pencil

Granter: D&AD – New Blood Awards

Grantee: Billy Sterndale & Anthony Grant

Award Description:

Two final-year BA (Hons) Graphic Design students at Birmingham City University received D&AD New Blood Wooden Pencils in 2026 for socially engaged responses to industry briefs. Billy Sterndale's project promoted responsible technology use and real-world connection, while Anthony Grant's project addressed poverty and digital exclusion by providing access to technology, skills, and community support.

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.

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.

Educator Recognition

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

- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events

- ❖ Pedagogical innovation grants
- ❖ Performance-based teaching fellowships
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Teaching Voices

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

Teaching Voices: Reimagining Dissertation Education through Authentic Research Participation and Responsible AI

A team of Birmingham City Business School educators developed the Research and Dissertation Practice Conference 2026 as an innovative response to challenges in postgraduate dissertation education. Led by Dr Krishnendu Saha with Dr Hien Nguyen, Dr Sehar Zulfiqar, Dr Juanling Huang and Cristina Chirita, the initiative replaced isolated conversations about dissertation supervision with a participatory, cross-institutional learning environment.

Held on 15 July 2026, the conference brought together educators, researchers and postgraduate students from nine UK higher education institutions and one international partner. Its teaching strategy combined keynote presentations, practical workshops, panel discussions and peer exchange addressing research methods, supervision, assessment and the responsible use of generative AI in postgraduate research.

Students were positioned as active contributors rather than passive recipients. Across 26 student presentations, postgraduate researchers communicated their work to academic audiences and received constructive feedback. MSc students presenting before dissertation submission were able to use this feedback to improve their final work. A doctoral researcher and three Master's students also gained experiential learning through conference planning, stakeholder engagement and event delivery. These activities developed research communication, confidence, collaboration and professional networking skills.

Twenty evaluation responses showed consistently positive perceptions of the conference. Educators reported greater understanding of dissertation pedagogy, increased confidence in supporting postgraduate researchers and practical ideas for improving supervision. Dr Tulin Dzhengiz of Manchester Metropolitan University reported learning about different approaches to supervision and intended to share these with dissertation leaders at her institution.

The initiative prepares students to undertake credible, responsible and AI-aware research capable of addressing complex organisational and societal challenges. Future improvements include establishing a cross-institutional Community of Practice, expanding student research dissemination, evaluating longer-term changes in supervision and developing the conference as an annual regional initiative.

Evidence: BSRDF Final Project Report, QR-BUS-019, July 2026. <https://www.bcu.ac.uk/research/business/centre-for-accountancy-finance-economics/research-projects>

Connecting Research, Practice and Community: Teaching Social Enterprise through Lived Experience

Mawish Munawar, Senior Teaching Fellow and PhD Researcher in BCU's Department of Management, Business and Marketing, developed "Empowering Social Enterprises: Shaping Future Research Together" as an innovative form of research-informed, community-engaged learning. The event was supported by the Business School Research Development Fund and held at STEAMhouse on 15 July 2026.

Reflecting its guiding theme, "Connecting Research, Practice and Community", the event brought students into direct dialogue with social-enterprise leaders, practitioners, researchers, community organisations, changemakers and aspiring entrepreneurs. Students attended and participated in interactive discussions through which experiences, ideas and different perspectives on responsible entrepreneurship were exchanged.

This approach extended learning beyond classroom lectures and published case studies. Students encountered lived accounts of the development of purpose-driven organisations and explored how social enterprises balance commercial sustainability with social impact, inclusion, and community needs. Learning directly with practitioners enabled students to appreciate the complex realities of responsible entrepreneurship, including access to networks, representation, collaboration and the challenges facing underrepresented entrepreneurs.

A distinctive focus was the proposed development of a South Asian Women Social Enterprise Network. This introduced students to the intersecting issues of enterprise, gender, ethnicity and economic participation while creating a platform through which South Asian women entrepreneurs could help shape future research. Participants' experiences and feedback also informed Mawish's doctoral research and highlighted opportunities to strengthen relationships between BCU and community organisations.

The event demonstrates a reciprocal teaching model in which academic research, practitioner knowledge and student learning inform one another. Future development will embed these community voices more systematically within entrepreneurship teaching, introduce structured student reflection, evaluate learning outcomes and develop the emerging network as a continuing platform for engagement and collaborative learning.

Evidence: event flyer; Mawish Munawar's public event reflection; <https://www.linkedin.com/in/mawish-munawar-68841060/recent-activity/all/>

Barriers to Innovative Curriculum

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

- ❖ Assessment challenges
- ❖ Change fatigue
- ❖ Collaboration barriers
- ❖ Faculty expertise gaps
- ❖ Industry misalignment
- ❖ Traditional employer expectations

Barriers to Innovative Pedagogy

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

- ❖ Assessment rigor concerns
- ❖ Classroom infrastructure limitations
- ❖ Digital divide
- ❖ Faculty confidence gaps
- ❖ Learning curve for faculty
- ❖ Technology gaps



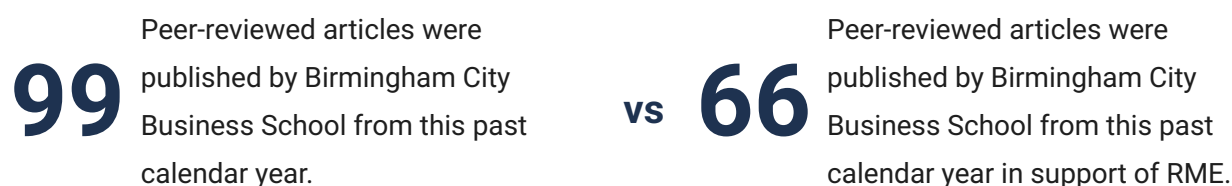
Research

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

How We Define Research

Aligned with Birmingham City University's mission to create and share knowledge for a better and more inclusive society, the Business School conducts impactful research that advances responsible management, informs sustainable business practice, addresses real-world societal challenges, and supports innovation, regional growth, and community development.

Research vs Research for RME/Sustainable Development



Research Funding

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



Regional



Local



National



International

Socializing Research

In 2025, Birmingham City Business School contributed research findings to:

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

Research Projects

In 2025, Birmingham City Business School reported 2 research projects that implemented responsible or sustainable activities.

Smart SIP+

Period Covering: April, 2026 - N/A

Department: Engineering | Management, Business and Marketing

At Birmingham City University, research is viewed as a catalyst for societal impact. The SMART-SIP+ project demonstrates how interdisciplinary research can address some of the world's most pressing sustainability challenges while supporting economic development and community resilience.

Led by Birmingham City University and funded through UK Research and Innovation's Ayrton Fund, the £2.6 million SMART-SIP+ project seeks to transform agricultural communities in Bangladesh by harnessing surplus energy generated through Solar Irrigation Pumps. The project brings together expertise from engineering, sustainability, entrepreneurship and business alongside Bangladesh Agricultural University and NGO partners.

The innovation goes beyond technology. Rather than allowing excess solar energy to go unused, SMART-SIP+ explores how it can support refrigeration, crop processing, water purification and electric vehicle charging, creating new economic opportunities in rural communities while reducing emissions.

Importantly, the project places local communities at the centre of innovation. Researchers have engaged directly with more than 1,400 farmers, pump owners and rural stakeholders to co-create solutions grounded in local needs and realities. The work is particularly significant for women, who often undertake post-harvest agricultural activities and stand to benefit from enhanced food storage and new micro-enterprise opportunities.

The project reflects BCU's belief that impactful research should not only generate knowledge, but contribute to sustainable development, economic inclusion and evidence-informed policymaking.

SMART-SIP+ demonstrates how responsible innovation can address climate resilience, energy transition, food security and entrepreneurship simultaneously, creating sustainable value for both communities and economies.



Addressing Macroeconomic and Structural Change Dynamics in the Brazilian Ecological Transformation Plan

Period Covering: October, 2024 - March, 2027

Department: Management, Business and Marketing

The research is commissioned under the GEMMES programme of the Agence Française de Développement (AFD), as part of its strategic priority to support ecological transition in the Global South. In response to Brazil's ambitious "Plano de Transformação Ecológica" (Ecological Transformation Plan) launched at COP-28, this study aims to provide macroeconomic tools for policy support. The Ministry of Finance of Brazil signed a Memorandum of Understanding with AFD in February 2025 to collaborate on modelling the macroeconomic impacts of green transition policies. This project also involves actors such as the Ministry of Development.

Industry, Foreign Commerce and Services (MDIC), IPEA, and ECLAC. Birmingham City University was selected to develop this tool due to its expertise in macroeconomic modelling, particularly through the [Centre for Accountancy, Finance and Economics \(CAFE\)](#).

Project aims and Objectives

The main aim is to support the Brazilian government in developing and analysing green industrial and macroeconomic policies under the Ecological Transformation Plan (PTE). The study seeks to:

- Assess long-term macroeconomic impacts of policy instruments linked to the ecological transition.
- Understand implications for employment, income distribution, public finances, and macroeconomic stability.
- Provide modelling capacity to simulate scenarios that balance environmental objectives with social inclusion and economic growth.

Project phases

The research is divided into three technical phases:

- **Phase 1:** A structural analysis of Brazil's economy and the challenges of ecological transition.
- **Phase 2:** Development of a dynamic input-output model for Brazil to identify key productive chains for the green transition.

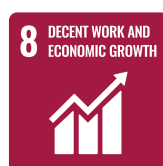
- **Phase 3:** Construction of a multisectoral Stock-Flow Consistent (SFC) model tailored to the Brazilian economy.

The modelling is developed in collaboration with AFD's GEMMES team, using R and Julia programming languages. Data sources include national accounts, input-output tables, environmental satellite accounts, and public finance data. Results are co-produced with stakeholders in Brazil and validated through a steering committee with AFD and BCU.

Expected outcomes include:

- A set of policy simulation tools to assess the socio-economic impact of green transition policies in Brazil.
- Delivery of three key reports, one per phase of the project, with policy-relevant findings.
- Enhanced capacity within the Brazilian Ministry of Finance for ecological macroeconomic planning.
- Academic outputs such as technical papers and publications, and the potential for policy uptake in Brazil's fiscal strategy and industrial planning.

The tools developed will support evidence-based policymaking and contribute to the global debate on just and green transitions in the Global South.



Research Awards

In 2025, Birmingham City Business School was awarded 2 research awards for responsibility- and/or sustainability-related research.

Research Awards

Granter: Royal Institution of Naval Architects (RINA)

Grantee: Professor Jean-Baptiste Soupez

Award Description:

Professor Jean-Baptiste Soupez received two international awards from the Royal Institution of Naval Architects in 2026. The Medal of Distinction recognised his research on wind-assisted propulsion and shipping decarbonisation, while the Austin Farrar Prize recognised his work on traditional timber structures and sustainable materials in small-craft construction.

Best Paper Award

Granter: British Academy of Management

Grantee: Professor Eirini Mavritsaki, Dr Stepanie Chua, Rahmi Salviviani, Alexandros Psychogios

Award Description:

Best Full Paper Award in the Organisational Studies Track

Research Presentations Related to RME and/or Sustainability

In 2025, Birmingham City Business School gave 3 research presentations related to RME and/or sustainability.

AI-Driven Maintenance Optimization for Solar Minigrids: A Work In Progress Framework

| [DOI](#)

Authors: Rama Krishna Aditya Bharadwaj Kolluri | Shishank Shishank | Sandeep Dhundhara | Florimond Guéniat

Date of publication: July, 2026

Presented at: National or international discipline-specific conference

Department: Management, Business and Marketing

Solar minigrids are a paradigm shift in rural electrification, but their sustainability is constrained by equipment failures, high cost of maintenance, and delayed supply chain services. This paper presents a targeted literature review focusing on key research gaps in AI-driven maintenance optimization applied to solar minigrids and suggesting an integrated framework in addressing these gaps. The gaps are mapped to four research questions: (a) minigrid component's supply chain integration with predictive maintenance outputs, (b) holistic AI frameworks for minigrid predictive maintenance to improve reliability and component life span (c) validation of business models in minimizing maintenance costs, and Return on Investment (ROI) of minigrids (d) integration of inclusivity in equalizing distribution for all community members. The proposed framework integrates IoT sensors, MQTT/LoRaWAN communication, synchronization of the digital twin and AI-based health scoring with supply chain optimization. The framework will be validated using an experimental setup representing a laboratory-scale grid-connected solar photovoltaic power conversion system, and addresses research objectives: predictive maintenance strategy, supply chain optimization, business model design, and inclusive deployment. This study provides a base foundation towards scalable, cost-effective predictive maintenance systems to fill the gap between technical innovation and practical deployment especially in off-grid conditions where resources are constrained.



Enablers and Barriers of Businesses Towards Net-Zero Emissions Economy: A Systematic Review

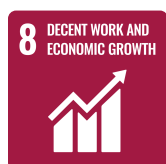
Authors: Mohamed Shrief | Jahira Debbarma | Lukman Akanbi | Duyen Chu

Date of publication: September, 2025

Presented at: National or international academy of management

Department: Management, Business and Marketing

The transition to a net-zero emissions economy is critical for mitigating climate change and achieving sustainable development goals. However, the pathway is fraught with complex challenges, particularly at the enterprise level, where economic pressures and technological limitations coexist. This study addresses the research gap concerning the enablers and barriers influencing firms' adoption of net-zero strategies by conducting a systematic literature review of 44 relevant studies. Utilising PRISMA guidelines and the Tranfield framework, the review synthesizes key themes, including policy and regulatory challenges, financial constraints, technological and infrastructure barriers, organizational dynamics, and market limitations. The findings reveal 191 barriers and 101 enablers, highlighting the pivotal role of strategic policy frameworks, financial incentives, technological innovation, and stakeholder collaboration in overcoming implementation obstacles. These insights provide strategic direction for policymakers, business leaders, and researchers to design adaptive policies, foster collaborative ecosystems, and develop sustainable business models, ultimately supporting the transition to a net-zero emissions economy. This review contributes to the existing body of knowledge by offering a nuanced understanding of enterprise-level challenges and opportunities, paving the way for more informed practices and future research.



From Disclosure to Value Creation: Environmental Reporting, Supply Chain Governance, and Performance

Authors: Deepak Sardana | Narain Gupta | Krishnendu Sahaacadem

Date of publication: July, 2026

Presented at: Academy of Management

Department: Management | Business Analytics

Purpose: This study examines how environmental reporting is translated into firm performance by focusing on the organisational mechanisms through which disclosure is operationalised.

Design/methodology/approach: Drawing on the resource-based view, the study conceptualises environmental reporting as a governance-supporting informational resource and supply chain management (SCM) as the organisational capability linking reporting to performance. Using S&P Global ESG data for 2022 and firm-level revenue for 2023, the study analyses a global sample of 1,024 firms using mediation and moderated mediation models.

Findings: Environmental reporting is associated with firm revenue primarily through SCM, with a significant indirect effect and a weaker direct effect. Institutional context strengthens this pathway, with stronger effects observed in developed economies.

Originality/value: The study provides a mechanism-based explanation of ESG–performance relationships by identifying SCM as the conduit linking reporting to performance.

Limitations: The short time horizon and focus on revenue as the sole performance measure limit causal inference and generalisability.



Publications Related to RME and/or Sustainability

Sentiment Analysis on Gender Pay Gap from Twitter (Renamed 'X'): Using Artificial Neural Network Approach | [DOI](#)

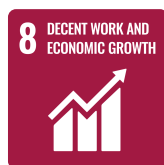
Authors: Alfred Akakpo | Charles Ambilichu |

Date of publication: December, 2025

Department: Management, Business and Marketing

This study introduces a targeted approach to sentiment analysis, focusing on people's views and emotions on the persistent problem of the gender pay gap. Employing an Artificial Neural Network as a supervised machine learning technique, we examine the unique linguistic characteristics of Twitter (Renamed 'X'), discourse and the sentiments expressed on the gender pay gap at the British Broadcasting Corporation (BBC). We show that disclosure of the gender pay gap triggers discussion on other gender-related issues, including gender stereotypes, gender inequality, gender imbalance, gender parity and gender diversity. We suggest that the salience attributed to these other gender-related issues by the public could eclipse the significance of reducing the gender pay differential. We also show that gender stereotype was found to contribute significantly to public sentiment on the gender pay gap. Furthermore, we argue that it is important to consider a broad range of gender-related concerns when crafting policies aimed at reducing the gender pay gap, to ensure resolution of one does not inadvertently worsen other related issues of importance to stakeholders. Additionally, we

contend that an integrative approach between stakeholder theory and institutional theory should be adopted when investigating/discussing the effects of the relationship between stakeholders and organisations.



Net-Zero Transition and Its Impact on Firms' Energy Efficiency and Economic Growth Within the Framework of Sustainable Development Goals: A Systematic Literature Review and Bibliometric Analysis

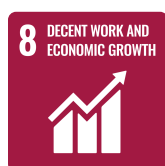
[DOI](#)

Authors: Mohamed Shrief | Jahira Debbarma | Lukman Akanbi | Duyen Chu

Date of publication: June, 2026

Department: Management, Business and Marketing

The transition to net zero (NZ) faces challenges such as uneven institutional readiness, fragmented policy frameworks and rising energy demands from population growth, economic expansion and artificial intelligence (AI). These obstacles are intensified by technological, financial and regulatory uncertainties that impede coordinated efforts across sectors and regions. Central to this challenge is the energy domain, where legacy systems, fossil fuel dependency and inadequate infrastructure drive up emissions. For resource-constrained firms, aligning decarbonisation targets with operational and economic realities adds further complexities. To better understand these dynamics, this study conducts a systematic literature review (SLR) exploring how NZ strategies influence energy efficiency and economic performance at the firm level. Using PRISMA guidelines alongside the Tranfield et al. framework and VOSviewer with MATLAB for bibliometric analysis, the review identifies eight thematic clusters that encompass barriers and enablers of NZ transition. Additionally, the SLR findings reveal five literature gaps, including limited empirical studies, underrepresentation of small and medium enterprises, sectoral silos, lack of SDG-aligned frameworks and minimal utilisation of systems-based modelling. Hence, this paper advances prior studies by consolidating the fragmented literature on how NZ strategies influence both firms' EE and economic growth. By integrating bibliometric mapping with a thematic synthesis of 171 unique barriers and 91 enablers and highlighting this nexus within the framework of SDGs 7 and 8, this study provides a unified foundation for setting directions for future research and informing NZ policy and practice.



Integrating explainable AI and corporate social responsibility for sustainable practices

| [DOI](#)

Authors: Xi Chen | Asad Abbas Jaffari | Azif Muzaffar | Nabeel Rahman

Date of publication: February, 2026

Department: Management, Business and Marketing

With expanding environmental sustainability and digital transformation redefining business practices, the hospitality industry is under increasing pressure to ensure that explainable artificial intelligence (XAI) matches corporate social responsibility (CSR). Despite the growing interest in sustainability, little research has been undertaken to determine how digital CSR disclosures improve environmental performance through technological social responsibility. This study addresses this gap by investigating the relationship among the aspects of CSR disclosure, technical responsibility, green reputation, and environmental performance, as well as XAI as a moderator, in the context of Pakistan's hospitality industry. The subject of AI and digital CSR practices is an interesting topic to study in Pakistan's hospitality business, which is rapidly evolving digitally. The data were gathered from 397 hotel managers and examined using SMART PLS 4.0. The study found that CSR disclosures had a beneficial impact on technical responsibility, leading to a better green reputation and environmental performance. Mediation was supported by CSR indirect effects through technological responsibility and green reputation, and moderation indicated that XAI orientation enhances the effect of consumer protection and employee welfare disclosures on technological responsibility. This study provides theoretical insights and practical recommendations for hotels looking to integrate XAI and CSR into their sustainability practices.



Digital Transformation for Sustainable Development of SMEs: A Systematic Review of 'How We Know,' 'What We Know' and Research Agenda

| [DOI](#)

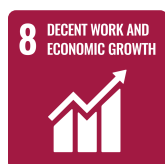
Authors: Phuc G. Le | Duyen Chu | Thomas Domboka | Hien Nguyen

Date of publication: July, 2026

Department: Management, Business and Marketing

Small- and medium-sized enterprises (SMEs) are expected to contribute more significantly to the sustainability agenda. Digital transformation (DT) has the potential to enable SMEs to fulfil their sustainable development goals. However, SMEs encounter unique challenges in leveraging DT for sustainability due to their size, limited resources and fragmented knowledge on DT for sustainable

development. Although there have been a few systematic literature reviews on the relationship between DT and sustainable development, they lack either a focus on SMEs or the rigorous 'how we know.' This study aims to address those limitations by integrating the two frameworks, the theories-contexts-methods (TCM) and the antecedents-decisions-outcomes (ADO), to shed light on the 'how we know' and 'what we know' of the current literature on DT for the sustainable development of SMEs. The paper also identifies gaps and proposes a research agenda to advance the scholarship in the research field. Practical and policy implications are discussed.



How Circular Economy Innovation Can Backfire on The Environment: Quantifying the Rebound Effect of The Textiles and Clothing Sector

| [DOI](#)

Authors: Erez Yerushalmi | Krishnendu Saha

Date of publication: August, 2025

Department: Management | Economics | Finance

Circular economy (CE) is championed as a sustainability solution, promoting reuse, recycling and resource efficiency to reduce environmental harm. However, CE innovations can trigger a rebound effect (RE), where lower costs stimulate higher consumption and production, paradoxically negating sustainability gains. This study applies a multi-region, multi-sector dynamic computable general equilibrium (DCGE) model to quantify the rebound effect triggered by CE innovation in the textile and clothing (TC) sector, the second most polluting industry. Our findings reveal a 155% rebound backfire, showing that CE innovations in the TC sector may exacerbate rather than mitigate environmental pressures. This challenges the assumption that CE alone can drive sustainability and underscores the need for complementary policies. As an extension, we look at complementary policies to ensure that CE strategies deliver genuine sustainability benefits. One explored policy is a uniform Pigouvian tax on TC production whereby we quantify that a minimum rate of 1.25% is required to curb the RE. However, effective implementation requires targeted regulatory interventions that also account for socio-economic trade-offs, particularly in low-income countries. Achieving genuine sustainability will require degrowth-informed policies that explicitly target reductions in production and consumption to suppress the systemic drivers of rebound effects in the TC sector.



Charting the course of space tourism toward a sustainable future. A cross-cluster thematic analysis

[DOI](#)

Authors: Darrell Martin-Lawson | Stefania Paladini | Krishnendu Saha | Erez Yerushalmi

Date of publication: July, 2026

Department: International Business | Management | Economics | Finance

Where is space tourism heading for? This elusively simple question is what drives this article. The answer is less straightforward. While the interest in space tourism in all its forms has been steadily growing since 2000s, and the research outputs in the discipline multiplying, there is to date no clear unidirectional way forward, one that has the potential to be sustainable even less. Fault lines have emerged, making an overall evaluation of the sector a complicated feat.

Building on a comprehensive review of more than two decades of academic research, this study identifies critical gaps and conceptual roadblocks, proposing a conceptual framework with four key dimensions of future investigation. It highlights the need for a new theoretical paradigm defining the sector, together with environmental sustainability measures, risk mitigation strategies, and affordable improvements within the industry. By addressing critical challenges, this research aims at steering the space tourism industry towards mainstream accessibility, an ethical and responsible approach, long-term environmental and social viability.



Handling Complexity in Leadership for Sustainable Development in Higher Education

[DOI](#)

Authors: Walter Leal Filho | Lorentz Jäntschi | Cristiana Tudor | Silke Bustamante⁶ | Matthew Ferguson
| Krishnendu Saha | Sanjeev Ganguly

Date of publication: May, 2026

Presented at: World Symposium on Sustainability Leadership (WSSL 2025) Salamanca, Spain

Department: Management

The pursuit of sustainable development in higher education institutions (HEIs) demands leadership capable of managing complex, interconnected challenges—from curricular integration to carbon reduction. While HEIs are pivotal in driving sustainability transitions, leaders often struggle to balance stakeholder demands, financial constraints, and the demands of systemic change. Current research lacks clarity on effective strategies for navigating these dynamics, leaving a gap in understanding how

leadership can advance sustainability amid uncertainty. This study identifies leadership approaches that balance competing priorities and foster systemic innovation in HEIs. It conducted a systematic review of transformational, distributed, and sustainability leadership theories, complemented by qualitative case studies of sustainability-leading institutions. Data from policy documents, sustainability reports, and leadership observations reveal that effective leadership requires strategic vision, collaborative governance, and network engagement. Key success factors include empowering grassroots initiatives, embedding sustainability into institutional identity, and applying adaptive practices. The paper proposes a “complexity-aware” leadership framework that offers practical guidance for administrators and policymakers. It underscores how leadership that embraces uncertainty, builds resilience, and aligns academic missions with sustainability imperatives can drive transformative change.



Sustainability-Oriented Innovation and Circular Economy Transitions: Evidence From the UK Textile and Clothing Industry

| [DOI](#)

Authors: Krisnendu Saha | Narain Gupta | Deniz E. Yoruk | Vikas Kumar

Date of publication: January, 2026

Department: Management

The transition to a circular economy (CE) in the textile and clothing (TC) industry is frequently attributed to sustainability oriented innovation (SOI), yet empirical understanding of the systemic conditions under which SOI enables CE remains underdeveloped. This study addresses the gap by offering a novel, context-specific analysis of how consumer behaviour and institutional quality shape the effectiveness of SOI in a high-consumption, developed economy context. Drawing on survey data from 280 UK-based textile and clothing firms and employing rigorous partial least squares-structural equation modelling (PLS-SEM), this study provides robust evidence that SOI has a significant positive influence on circular economy transitions (CET). However, this effect is contingent: it is strengthened by consumer willingness to buy and weakened by institutional voids. Notably, regulatory compliance, often assumed to drive sustainability, does not significantly moderate the relationship between the SOI and CET. These findings challenge linear models of innovation diffusion and reinforce a more relational, system-aware understanding of circular transitions. The study makes an original theoretical contribution by modelling SOI as a second-order construct and CET as a multidimensional outcome. It offers actionable insights for firms and policymakers by exposing the limitations of compliance-led strategies and calling for more integrated, behaviourally informed approaches to managing innovation for sustainability.



Linking resource mobilization approaches and venture performance in highly resourceconstrained environments

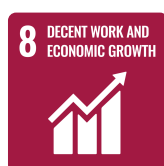
| [DOI](#)

Authors: Abiodun Samuel Adegbile | Tahiru Azaaviele Liedong | Heinz-Theo Wagner

Date of publication: August, 2024

Department: Business Administration

Drawing on resource orchestration and social network theories, this study examines the relationships between bricolage, optimization, and new venture performance. We argue that optimization (i.e. standard application of resources acquired from resource markets) increases performance whereas bricolage (i.e. improvisation and unconventional resource applications) causes the opposite effect. We also argue that the effect of these resource mobilization approaches is contingent upon entrepreneurs' network diversity. Using survey data from agricultural ventures in Nigeria, we found support for our propositions. The findings also show that entrepreneurs' social capital affects the value of resource orchestration in relationship-based economic systems. We discuss the theoretical and practical implications of these findings.



Market and Nonmarket Strategies in Focus: How Entrepreneurs Tackling the Grand Challenge of Waste Management Navigate Institutional and Market Adversity in Ghana

| [DOI](#)

Authors: Tahiru Azaaviele Liedong | Abiodun Samuel Adegbile | Augustine Awuah Peprah | Bede Akorige Atarah

Date of publication: March, 2026

Department: Business Administration

Waste management remains a critical grand challenge in African countries. While entrepreneurship has been a viable strategy for addressing this challenge, it is fraught with constraints. This study investigates the strategies orchestrated by entrepreneurs to navigate adversity in Waste management and ensure the social and economic viability of their ventures. Based on 37 in-depth interviews with entrepreneurs and management personnel from 14 Waste management companies in Ghana, our findings reveal that entrepreneurs face formal, informal and market-related challenges that limit scalability and increase business attrition. In response, they deploy market, nonmarket social and nonmarket political strategies, with success largely dependent on their environmental and relational managerial competencies. Our paper contributes to the nexus of entrepreneurship and grand challenges by providing an integrative framework that captures the full journey of entrepreneurial efforts in tackling waste management challenges. Moreover, we offer practical implications for policymakers and entrepreneurs seeking to foster sustainable Waste management solutions in Africa.



How leaders navigate dysfunctional interdependency: the interplay between leading and politicking in Ghanaian public hospitals

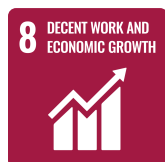
| [DOI](#)

Authors: Tahiru Azaaviele Liedong | Joseph Ebot Eyong | Abiodun Samuel Adegbile

Date of publication: January, 2026

Department: Business Administration

In this study, we explore why and how leaders deploy political behaviour to overcome dysfunctional interdependency in public organizations. Employing grounded theory methodology and analysing interview data from managers of public hospitals in Ghana, we uncover how structural and emotional factors create dysfunctional interdependency and how managers use trans-spherical leadership – an approach that conceives effective leadership as orchestrating influence beyond a manager’s focal sphere – to overcome this situation. Trans- spherical leadership has two dimensions (buffering and bridging), three levels (micro-lobby, meso-lobby, and macro-lobby) and two mechanisms (substance and signal). We also found that it serves as a foundational approach that underpins the successful deployment of other leadership styles. Together, our findings highlight the role of political behaviour in effective leadership as well as the synonymity of effective leadership and internal politicking in dysfunctional conditions, thereby contributing to a deeper understanding of public leadership as a political process.



The effect of inflation and the failure of Silicon Valley bank on shareholder wealth

| [DOI](#)

Authors: Bijoy Chandra Das | Fakhrul Hasan | Soma Rani Sutradhar | Muhanned Ali Obeidat

Date of publication: February, 2026

Department: Finance

This study examines how the collapse of Silicon Valley Bank (SVB) and heightened inflation affected shareholders' wealth in U.S. financial institutions. Using daily stock returns from February 15 to March 29, 2023, we calculate abnormal and cumulative abnormal returns to measure market reactions. Using ordinary least squares (OLS) and difference-in-differences methods, we find a substantial reduction in shareholder wealth linked to SVB's bankruptcy, exacerbated by inflationary pressures. These results highlight the systemic nature of financial shocks, where distress in an individual institution can transmit broadly across markets. Our findings enhance the literature on financial institutions by shedding light on the protective benefits of diversification diminishing during extreme adverse events. For policymakers, investors, and firms, the findings underscore the importance of monitoring systemic risk and strengthening resilience against contagion effects in periods of heightened uncertainty.



Foreign competition and corporate cash holdings | [DOI](#)

Authors: Bijoy Chandra Das | Moshfique Uddin | Emmanuel Adu-Ameyaw | Eric Dei Ofosu-Hene | Albert Danso

Date of publication: February, 2026

Department: Finance

Purpose

This study investigates how foreign competition influences corporate cash holdings, an area that has received limited attention in the finance and management literature. It further explores how chief executive officer (CEO) characteristics and financial crises moderate this relationship.

Design/methodology/approach

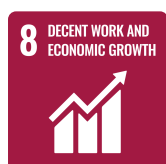
Using a panel dataset of 2,451 US firms from 2000 to 2020, we employ multivariate regression analyses to examine the relationship between foreign competition and corporate cash holdings. We also test for moderation effects using interaction terms and address potential endogeneity concerns with alternative specifications and robustness checks.

Findings

The results indicate that foreign competition has a positive and statistically significant effect on corporate cash holdings. This effect is more pronounced during periods of financial crisis, suggesting that firms facing foreign competition increase their cash buffers in times of economic uncertainty. Additionally, CEO characteristics significantly moderate the foreign competition–cash holding relationship.

Originality/value

This study extends the literature on corporate liquidity management by introducing foreign competition as a key determinant of cash holdings. It also contributes to the upper echelons perspective by highlighting how CEO attributes shape firm responses to external competitive pressures



Asynchronous market efficiency in gold and silver markets: A local currency lens

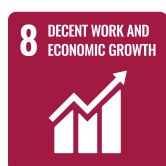
| [DOI](#)

Authors: Hafiz Muhammad Usman Rana | Fergal O'Connor | Erez Yerushalmi | Jae H. Kim

Date of publication: May, 2026

Department: Accounting | Economics | Finance

This study examines the Adaptive Market Hypothesis (AMH) in locally denominated precious metals markets across six countries, where prior research has focused on U.S. dollar-denominated prices. Using linear and nonlinear methods: the Automatic Portmanteau, Wild Bootstrap Automatic Variance Ratio, and Generalised Spectral tests, we analyse the evolving efficiency of these markets over time. Our findings reveal that market inefficiencies fluctuate, driven by factors such as regulatory controls, cultural dynamics, and market structure. These inefficiencies create predictable trading opportunities, particularly in the gold-Swiss sector, and underscore the importance of localised portfolio risk management strategies.



Blockchain in financial intermediation and beyond: institutional barriers, welfare gains, and a pathway to diffusion

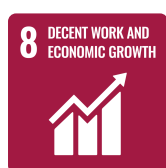
[DOI](#)

Authors: Erez Yerushalmi | Stefania Paladini

Date of publication: June, 2026

Department: Business Analytics | Economics

Blockchain-enabled instruments have gradually filtered into financial intermediation, disrupting traditional institutions. This paper discusses the benefits of blockchain focusing on financial intermediation services (FIS). We draw upon a collection of theories on technology innovation, barriers, and diffusion. Our main aim is to highlight points of incompatibility with current institutional frameworks and regulations and develop a conceptual model of the main, interconnected, barriers to its widespread diffusion (i.e., regulatory, technological, and environmental). We argue that lowering these barriers would displace traditional institutions with blockchain technology and could raise welfare. While we highlight the few steps that have already been made towards the removal of these obstacles, both at a regulatory and technical level, we outline the main areas that still need addressing if the full benefits of a blockchain-enabled FIS are to be reaped.



Research Voices

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

Research and Dissertation Practice Conference 2026 Strengthens Postgraduate Research Culture Through Cross-Institutional Collaboration

On 15 July 2026, CAFÉ and CITE centres from Birmingham City University Business School jointly hosted the inaugural Research and Dissertation Practice Conference 2026, bringing together academics, researchers and postgraduate students from across the UK to explore the future of dissertation supervision, postgraduate research, and research-informed education.

Supported by the Business School Research Development Fund (BSRDF), the conference was organised by Dr Krish Saha, Dr Hien Nguyen, Dr Sehar Zulfikar, Dr Juanling Huang, Dr Cristina Chirita, and Gia-Phuc Le. The event forms part of a wider initiative to strengthen the Business School's research environment, enhance the quality of postgraduate research, and contribute to the University's REF2029 Strategy, People and Research Environment (SPRE) priorities, thereby promoting research-informed education and enhancing PTES and PRES.

The conference welcomed delegates from Birmingham City University, the University of Wolverhampton, the University of Birmingham, University College London (UCL), Birkbeck, University of London, Queen Margaret University Edinburgh, the University of Greater Manchester, Manchester Metropolitan University, Global Banking School (University of Suffolk Partnership), together with an international collaborator from the Management Development Institute (MDI), Gurgaon, India. The diverse mix of institutions created an excellent opportunity for participants to exchange ideas, benchmark practices, and establish new research collaborations.

Rethinking Dissertation Supervision for a Changing Higher Education Landscape

Rather than focusing on a single theme, the conference explored the changing nature of dissertation education from multiple perspectives. Sessions examined innovative approaches to dissertation supervision, teaching research methods, supporting students undertaking non-traditional and interdisciplinary dissertation topics, assessment and feedback, and the opportunities and challenges posed by generative artificial intelligence.

A particular highlight of the conference was the discussion around supervising non-traditional dissertation topics. Speakers and delegates explored how supervisors can support students as they investigate emerging areas of research while maintaining methodological rigour and academic quality. These discussions generated lively debate and practical ideas that participants could immediately apply within their own teaching and supervision.

The conference also provided opportunities for delegates to reflect on evolving supervision models, collaborative approaches to supporting large postgraduate cohorts, and ways of strengthening research culture through cross-institutional learning and the sharing of effective practice.

Showcasing the Next Generation of Researchers

One of the defining features of the conference was its strong emphasis on student research development.

Rather than attending simply as observers, postgraduate students participated as presenters, showcasing their dissertation research to an audience of experienced academics from multiple universities. All reasonable adjustments were made to ensure inclusivity and engagement.

Six Master by Research (MRes) students presented their dissertation projects shortly before submission, receiving constructive academic feedback together with dissertation enhancement awards. A further ten MSc International Business and Management and International IMBA students presented their research, with outstanding presentations recognised through competitive awards judged by academic delegates. Every student presenter received a conference certificate in recognition of their achievement.

These sessions provided students with an authentic academic conference experience, enabling them to communicate their research, respond to scholarly questions, receive expert feedback and develop confidence as emerging researchers.

Developing Research Skills Beyond the Classroom

The conference also created valuable opportunities for postgraduate students to gain professional experience in research support and event management.

A doctoral researcher was recruited as the conference Research Assistant, supporting project coordination, delegate management and the post-conference evaluation. The Research Assistant was assisted by Eyayu Colin Eboku and Kristina Patel, students from the IMBA programme at BCU, who contributed to delegate registration, conference logistics and the smooth delivery of the event. Their involvement provided valuable hands-on experience of organising a large academic conference while working alongside researchers from multiple institutions, further strengthening the Business School's commitment to research-informed education and postgraduate researcher development.

Positive Feedback and Lasting Impact

The conference generated an exceptionally high level of engagement throughout the day. Delegates remained actively involved until the closing session, with many continuing discussions and networking after the formal programme had concluded.

Twenty delegates completed the post-conference evaluation. Feedback indicated that participants left the conference with new ideas for dissertation supervision, greater confidence in supporting postgraduate researchers, and practical approaches that they intended to implement within their own institutions. Many also expressed strong interests in future collaboration and in establishing a cross-institutional Community of Practice dedicated to dissertation supervision and research methods.

One delegate summarised the collaborative spirit of the conference by commenting:

"Students have unique needs, and diverse approaches are required. Interdisciplinary, cross-collaboration is absolutely vital."

Reflecting on the event, Dr Krishnendu Saha, Conference Chair and Principal Investigator, said:

"The dissertation remains one of the most transformative experiences in postgraduate education, but the way we supervise and support students is evolving rapidly. Our aim was to create a collaborative space where colleagues could share practical approaches to supervision, discuss emerging challenges, learn from one another, and strengthen research culture across institutions. The enthusiasm and engagement throughout the day demonstrated just how valuable these conversations have become."

Looking Ahead

The success of the inaugural Research and Dissertation Practice Conference has established a strong foundation for future collaboration between Birmingham City University and partner institutions. The conference created a collaborative platform for interdisciplinary networking and knowledge exchange, enabling participants from multiple institutions to engage in constructive discussions on dissertation supervision, research methods, and postgraduate student support. Interactive discussion sessions facilitated the sharing of good practice and critical reflection on challenges of supervision/research journeys. The event also generated new professional networks and stimulated discussions about future collaborative research, joint scholarly activities, and an inclusive research spirit. The organising team intends to develop the conference into an annual flagship event, creating an enduring platform for sharing innovative dissertation practice, supporting postgraduate researchers, strengthening cross-institutional partnerships and advancing research-informed education.

Conference at a Glance

- Hosted by: CAFÉ and CITE
- Supported by: Business School Research Development Fund (BSRDF)

- Participating institutions: 9 UK higher education providers plus an international partner
- Conference themes: Dissertation supervision, research methods, non-traditional dissertation topics, postgraduate research, assessment and Generative AI
- Student research presentations: 16 Master's students
- Research Assistant: 1 PhD researcher
- Master's student volunteers: 2
- Evaluation responses: 20 delegates
- Future ambition: Establish an annual cross-institutional Community of Practice on dissertation pedagogy.

Research Barriers

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

- ❖ Skills and expertise gaps
- ❖ Administrative barriers
- ❖ Data access and management
- ❖ Funding challenges

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Partner

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

How We Define Partner

Aligned with Birmingham City University's commitment to serving as an anchor institution and creating knowledge for a better and more inclusive society, the Business School collaborates with businesses, public bodies, alumni, and community partners to co-create learning, research, and practical solutions that address societal and organisational challenges.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Local institutions and associations
- ❖ United Nations organs other than the UN Global Compact
- ❖ University Councils
- ❖ Ministries of Education, Higher Education, or similar national bodies

Student Organization Partnerships

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

Partnerships

The following provides more details on 3 key partnerships at Birmingham City Business School.

European Athletics Championships Birmingham 2026

As Official University Partner of the 2026 European Athletics Championships, Birmingham City University collaborated with European Athletics and Birmingham 2026 to support the delivery of one of the largest sporting events hosted in the UK. The partnership reflected the University's commitment to creating opportunities for students through industry engagement while contributing to the social, economic and cultural life of the region.

The partnership provided experiential learning opportunities for almost 100 students, who undertook volunteer and paid roles across communications, social media, event operations and athlete services. Through direct involvement in an international sporting event, students developed practical skills, professional networks and industry experience, enhancing their readiness for responsible leadership roles within sport, media and event management sectors.

The Championships also enabled the University to engage with local communities and international audiences. BCU hosted activity stands at both Alexander Stadium and the city-centre fan zone, interacting with thousands of visitors and promoting participation, health, education and civic engagement. The event attracted over 200,000 spectators and reached more than 17 million viewers in the UK, alongside audiences across more than 30 European countries.

The partnership further strengthened the University's role as an anchor institution within Birmingham through collaboration with sporting bodies, civic stakeholders and the wider community. As Vice-Chancellor Professor David Mba noted, such collaborations support BCU's ambition to act as an "exemplar anchor institution" that contributes to regional development and civic pride.

Geneva Human Rights Hub

BCU's Centre for Human Rights has signed a Memorandum of Understanding (MoU) with the Geneva Human Rights Hub, establishing an annual collaboration to deliver specialist training on a professional human rights course and create new opportunities for doctoral researchers. The course, titled 'Implementing Human Rights: Engaging with UN Mechanisms at the National Level', will run annually.

The collaboration highlights the Centre's reputation and expertise, particularly relating to the Universal Periodic Review – the UN Human Rights Council mechanism through which the human rights record of every UN Member State is reviewed.

The BCU Centre for Human Rights undertakes advisory roles in the UN, the European Union, the Council of Europe, the African Union, and the Association of Southeast Asian Nations region. We provide consultancy services to governments and nongovernmental organisations, and in selected individual cases we draft legal opinions and file legal briefs in domestic courts and in international human rights courts.

Since the creation of the CHR in 2014, we have been either the lead implementer or partners on externally funded projects through the European Union's Initiative for Democracy and Human Rights, and the UK government's Foreign and Commonwealth Office's Human Rights and Democracy Program, and five Midlands4Cities studentship provided by the Arts and Humanities Council.

The work from the CHR significantly informs the School of Law's Research Excellence Framework (REF) submission, in providing key publications, and for contributing to our case studies. We have also created high-level human rights simulated exercises, including a UN Security Council "Model United Nations," to contribute to Law's submission in the Teaching Excellence Framework (TEF). In our work with international organisations, governments, and nongovernmental organisations, we engage effective and efficient processes to further the Knowledge Exchange Framework (KEF).

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.”

Partner Voices

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

Partner Voice – FAST Exocet Knowledge Transfer Partnership

Our Knowledge Transfer Partnership with Birmingham City University has been invaluable in helping FAST Exocet embed sustainability into our product development and strategic direction. The collaboration has accelerated our ability to innovate in the field of fuel additives, improving efficiency and reducing emissions in line with growing environmental expectations. Beyond the technical benefits, the partnership has also strengthened our internationalisation strategy and enhanced our capacity to respond to future market challenges. Working with BCU has given us access to research expertise that has created a measurable impact for our business and for wider society. **Paul Derham, Managing Director, FAST Exocet Ltd**

Sharing a Partner Voice: Knowledge Transfer, Sustainability and SME Growth

Birmingham City University shares responsible management knowledge beyond the classroom through collaborative partnerships with businesses. A signed statement provided by Paul Derham, Managing Director of Fuel Additive Science Technologies Ltd (FAST), demonstrates the impact of a Knowledge Transfer Partnership between FAST and BCU.

Mr Derham described how the partnership supported FAST's transition from "a successful but niche UK manufacturer into a more strategically managed and internationally oriented SME." Dr Krishnendu (Krish) Saha served as the project's academic supervisor, providing strategic leadership and applying his research on circular economy, sustainability-oriented innovation and SME internationalisation to the company's development.

The partnership strengthened FAST's leadership capability and succession planning while introducing new processes for innovation and product development. These organisational improvements generated substantial commercial outcomes. During the project, FAST's turnover increased from approximately £2.4 million to more than £3 million, while profit before tax rose from £268,000 to £523,000. The company estimates that approximately £595,000 in additional turnover and £200,000 in profit can be directly attributed to initiatives developed through the partnership.

The collaboration also helped FAST position sustainability and innovation as sources of competitive advantage. At the same time, it strengthened connections between the company and BCU through teaching, research and student engagement.

This partner testimony illustrates the PRME Share Principle as a two-way process: academic knowledge was shared with an SME to support responsible growth, while the company's experience generated practice-based learning for the University. The next improvement opportunity is to embed KTP cases more systematically within teaching and to undertake longer-term tracking of sustainability, innovation, employment and internationalisation outcomes.

Evidence: signed Statement of Impact from Paul Derham, Managing Director, FAST, dated 16 March 2026.

Sharing a JERICHO Social Enterprise Voice: Circularity, Inclusion and Commercial Resilience

Birmingham City University's Knowledge Transfer Partnership is conducted with JERICHO, an award-winning Birmingham charity and family of seven social enterprises. JERICHO provides supported employment, training and wrap-around assistance for people facing significant barriers to employment, particularly marginalised young people and survivors of modern slavery.

The Wood Shack is one of JERICHO's social enterprises. It collects waste wood that might otherwise enter landfill and resells or transforms it into reclaimed timber products. Alongside this environmental purpose, it provides supported work and training opportunities for people who may be affected by trauma, have limited work experience, have health and wellbeing needs, face educational barriers, or experience communication challenges. The KTP therefore seeks to strengthen a business model that combines circular-economy activity with employment inclusion and social recovery.

In an LMC report dated 8 April 2026, Matt Smither, JERICHO's Head of Social Enterprise, shared an open assessment of The Wood Shack's commercial position. Disruption to its wood-collection activity had necessitated an early pivot towards production, contributing to a forecast annual loss of approximately £44,000. Its small team was managing three income streams while continuing to support JERICHO's charity participants.

The partnership responded through evidence-led learning and adaptation. KTP Associate Atefeh Karami developed a more sales-focused website, strengthened social media communication, and produced online case studies showcasing completed work. These activities increased enquiries for bespoke products and reclaimed scaffold boards. However, only two online transactions were recorded over four months, identifying the absence of a delivery service as a critical barrier to national sales.

Improvement priorities include introducing nationwide delivery, monitoring the conversion of enquiries into sales and evaluating the viability of each income stream. This stakeholder voice demonstrates responsible management in practice: openly confronting commercial pressures while protecting JERICHO's environmental mission and its commitment to people facing profound barriers to employment.

Evidence: LMC4 report submitted by Matt Smither, Head of Social Enterprise, with KTP Associate Atefeh Karami, 8 April 2026.



Practice

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

How We Define Practice

Aligned with Birmingham City University's Strategy 2030, the Business School embeds responsible and accountable management through its governance, operations, teaching, research, and partnerships. Through initiatives such as the STEAM Strategy, Sustainability Strategy, and Office for Institutional Equity, it demonstrates a commitment to innovation, inclusion, sustainability, and societal impact in practice.

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Environmental stewardship policies
- ❖ Curriculum guidelines
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Equity reporting (DEI, EDI, etc.)
- ❖ 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
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

Symposium Brochure

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

Sustainable Catering Plan and Targets

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

Environmental awareness training now mandatory

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

Practice Awards

In 2025, Birmingham City Business School received 2 awards for responsible and/or sustainable practices.

People and Planet League Table

Granter: People and Planet

Grantee: BCU

Award Description:

People and Planet's University League is the only comprehensive and independent league table of UK universities ranked by environmental and ethical performance. It is compiled annually by the UK's largest student campaigning network, People & Planet.

Green Impact Award

Granter: SOS-UK

Grantee: Birmingham City University Business School

Award Description:

The Business School was awarded the Green Impact Gold Award following its engagement in the Green Impact sustainability programme run by the charity Students Organising for Sustainability (SOS UK).

Green Impact uses an online toolkit to support teams of staff in many different organisations to create positive action in their area of work. SOS-UK guided us through the process to deliver against the online toolkit and track our progress and provide evidence.

In order to receive a Green Impact award, each participating team requires an audit to verify their achievements. Students and SOS-UK undertake the audit.

Practice Voices

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

Executive Education Partnerships: Developing Leadership, Innovation and Organisational Impact

Executive education is an important route through which Birmingham City Business School extends responsible management learning beyond its degree programmes and supports practical organisational change. Two flagship initiatives, (i) the government-supported Help to Grow:

Management programme and (ii) the Innovation and Knowledge Exchange programme, enable business leaders to apply management knowledge, structured reflection and peer learning to challenges within their organisations.

Between May 2023 and May 2026, Help to Grow supported more than 150 SMEs. Reported outcomes included improved strategic planning, the appointment of an Operations Manager, organisation-wide SWOT analyses, development of a CRM project and the introduction of birthday leave to enhance employee wellbeing.

The Innovation and Knowledge Exchange programme, aligned with the ISO 56002 Innovation Management System guidance, develops leaders' capabilities to manage innovation. In April and May 2026, senior professionals from different NHS trusts applied process mapping, collaborative problem-solving and innovation-planning tools to live organisational challenges. Participants reported plans to develop innovation strategies, improve access to innovation opportunities, strengthen stakeholder collaboration and establish an Innovation Champions project.

The evidence and practitioner feedback were provided by Dr Chinny Nzekwe-Excel, Associate Professor of Enterprise and Corporate Development and Academic Lead for Enterprise at Birmingham City Business School.

Executive Education and Enterprise Partnerships: Leadership, Innovation and Business Growth

BCU's enterprise and incubation partnerships further demonstrate how engagement with external organisations supports responsible innovation, investment, employment and business growth. Since November 2025, participating businesses have reported substantial increases in sector engagement and opportunities for sales, product development and international expansion. Groupbus and Pigeon Loft have expanded into the United States, while CALMS secured its first UK client only four months after joining STEAMhouse through the West Midlands Growth Company Global Growth Programme. N&E Ltd is also exploring product-licensing opportunities with manufacturers and a major UK and European supermarket group.

Further outcomes include 20% year-on-year growth reported by B13, the recruitment of two BCU graduates by Hyas, a new product launch by Aston Vision Sciences and approximately five planned BCU placements with Blockchain Advisors during 2026. Working with its strategic partner Cordel Group, D-Gauge secured contracts with a major Middle Eastern customer in late 2025 and with Network Rail in 2026. The company is now exploring further BCU research and innovation projects, as well as student placements.

The Development Manager, an award-winning technology and digital training provider, is exploring new product collaboration with BCU. CELMETRIX has retained its membership and is engaging with relevant academic teams on research, innovation and spin-in/spin-off development, alongside a planned product launch. Participants in the WMGC soft-landing programme are also expected to create ten regional jobs over three years.

These outcomes demonstrate how BCU's enterprise ecosystem connects businesses with markets, talent, academic expertise and collaborative innovation, contributing particularly to SDGs 8, 9 and 17.

Evidence supplied by Martin Weston, Head of Incubation and Venture Capital.

Continue telling your story

Our Sustainable Future

Sustainability Strategy: *Our Sustainable Future (2030 and Beyond)*

Launched in early 2026, Birmingham City University's Sustainability Strategy, *Our Sustainable Future*, establishes a whole-institution commitment to embedding sustainability across teaching, research, operations, and community engagement. The strategy is closely aligned with Strategy 2030 and the United Nations Sustainable Development Goals (SDGs), recognising the University's responsibility to address the interconnected environmental, social, and economic challenges facing society.

The strategy is guided by a vision to build a sustainable future for the institution and the communities it serves, with sustainability embedded across all aspects of university life. It adopts five core principles:

- A whole-institution approach to sustainability.
- Environmental responsibility and carbon reduction.
- Education for Sustainable Development (ESD).
- Fairness, inclusion, and climate justice.
- Student and staff empowerment.

Delivery is structured around three strategic workstreams:

Creating a Sustainable Campus

Reducing environmental impacts through carbon reduction, biodiversity enhancement, sustainable resource management, climate resilience, and the development of more sustainable buildings and infrastructure. The University has already achieved significant reductions in carbon emissions and is pursuing ambitious net-zero objectives.

Creating Sustainable Impact

Advancing sustainability-focused research, innovation, and knowledge exchange that contribute to local, national, and global sustainability challenges. The strategy promotes interdisciplinary collaboration and alignment of research activity with the SDGs, ensuring the University creates knowledge that delivers meaningful societal benefit.

Creating Sustainable Communities

Working collaboratively with students, businesses, policymakers, and communities to support sustainable development, social inclusion, and community resilience. This includes empowering learners and staff to act as agents of positive change and strengthening partnerships that contribute to a fairer and more sustainable future.

A central theme throughout the strategy is Education for Sustainable Development (ESD). The University is committed to embedding sustainability knowledge, competencies, and values across curricula, ensuring graduates are equipped to address complex sustainability challenges in their future careers and communities. The strategy also highlights the role of interdisciplinary STEAM approaches in preparing students to tackle global challenges through innovation, responsible leadership, and systems thinking.

The Sustainability Strategy strongly aligns with Birmingham City University's strategic pillars of Develop Talent for Tomorrow, Create Knowledge for Good, and Power Prosperity, while contributing to the University's wider commitment to advancing all seventeen Sustainable Development Goals through education, research, operations, and external engagement.

[Sustainability strategy](#)

gender-ethnicity-and-disability-pay-gap-report-2025-2026-134171765089633244

View document  Download document 

SDG Report

View document  Download document 

BCU Biodiversity Action Plan

Birmingham City University's biodiversity action plan establishes a framework for protecting, enhancing and restoring biodiversity across the University's campuses and estates. Supporting the University's broader sustainability ambitions, the plan recognises the role higher education institutions can play in addressing biodiversity loss, improving environmental resilience and creating healthier environments for students, staff and local communities. The Action Plan forms part of BCU's wider commitment to environmental stewardship and sustainable development.

The plan is underpinned by a commitment to enhancing the ecological value of university-managed spaces while creating opportunities for education, research, community engagement and wellbeing. It recognises that biodiversity contributes not only to environmental sustainability but also to health, learning, resilience and place-making within urban environments.

The Action Plan establishes several key priorities:

- Protecting existing habitats and ecological assets across University sites.
- Increasing biodiversity through habitat creation and enhancement initiatives.
- Supporting nature recovery and ecological connectivity.
- Embedding biodiversity considerations into estate planning and management.
- Encouraging student, staff and community participation in biodiversity initiatives.
- Using the campus as a living laboratory for learning, research and engagement.

A key feature of the plan is its emphasis on integrating biodiversity into everyday university operations. The plan promotes the creation of spaces that support wildlife while contributing to climate resilience, environmental awareness and community wellbeing. It encourages collaborative approaches that connect sustainability, education and civic responsibility.

The Action Plan also supports:

- Environmental education and public awareness.
- Student engagement in sustainability and conservation activities.
- Partnership working with local organisations and stakeholders.
- Monitoring and evidence-based management of biodiversity outcomes.
- Enhancement of green infrastructure across campuses.
- Contribution to wider regional and national sustainability objectives.

Through the implementation of the Biodiversity Action Plan, Birmingham City University aims to create more diverse, resilient and sustainable environments that support both nature and people. The plan contributes to the University's vision of creating sustainable communities and demonstrates its commitment to environmental responsibility, civic leadership and positive ecological impact.

[biodiversity-action-plan-134048297657902489.pdf](#)

Strategy driven progress

Birmingham City University Business School seeks to model the responsible, inclusive and sustainable management practices it expects its students and partners to adopt. Guided by Birmingham City University's Strategy 2030 and mission to create and share knowledge for a better and more inclusive society, the School has strengthened the structures, policies and partnerships that enable responsible management in practice.

Following the launch of BCU 2030 and Beyond, the School enhanced its enterprise and innovation governance through the establishment of new oversight mechanisms, including the Business School Enterprise Committee. Enterprise, SME engagement and innovation activities are now reviewed through a more coordinated framework aligned to institutional priorities and regional impact. This reflects the University's commitment to driving innovation, skills development and economic growth through meaningful engagement with businesses and communities.

The School has also adopted the Small Business Charter framework to support planning, monitoring and continuous improvement. This provides a structured approach to evaluating impact and ensuring that enterprise activity remains evidence-led, responsive to stakeholder needs and focused on delivering value for students, entrepreneurs, SMEs and the wider regional economy.

Throughout the year, the School's practice has been informed by wider institutional strategies. The new STEAM at BCU Strategy places sustainability, interdisciplinary collaboration and real-world problem solving at the centre of teaching, research and partnership activity, reinforcing the School's commitment to innovation and societal impact.

The School also supports the ambitions of BCU's Equality, Diversity and Inclusion Strategy, which places belonging, inclusion and community at the heart of institutional culture and seeks to ensure that all students, staff and partners can thrive.

In addition, the University's Sustainability Strategy commits BCU to embedding sustainability across teaching, research, operations and community partnerships, with a focus on environmental responsibility, social impact and regional resilience.

The creation of the Enterprise and Innovation Office (EIO), together with the School's Impact agenda and emerging Business School Impact Statement, further strengthens the infrastructure through which knowledge exchange, entrepreneurship, civic engagement and measurable societal impact can be delivered.

Looking Forward

The STEAM Strategy provides a strong foundation for future development. Through this agenda, BCUBS aims to:

- Be the region's leading academic partner for sustainable and inclusive growth.
- Drive innovation through STEAM and open innovation approaches.
- Support entrepreneurs and SMEs through applied expertise and knowledge exchange.
- Co-create regional prosperity by addressing economic, social and environmental challenges through collaborative action.

This work demonstrates the School's commitment to ensuring that responsible management is not only taught and researched, but actively embedded in how the School is governed, how it engages with stakeholders and how it contributes to society.



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

The Business School advances responsible management education by actively sharing knowledge, innovation, impact and practice with stakeholders across academia, industry and society. In keeping with BCU's civic mission, it promotes collective learning, transparency and collaboration to support sustainable development and positive societal change.

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:

- ❖ Annual reports
- ❖ Boards and advisory committees
- ❖ Community events and consultation forums
- ❖ 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
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks
- ❖ Alumni and donors

Sharing Voices

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

Sharing Voices: Executive Education, Innovation and Enterprise Impact

To advance the PRME Share Principle, Birmingham City Business School invited internal colleagues responsible for executive education, enterprise and external engagement to share evidence of how responsible management knowledge is exchanged with practitioners and translated into organisational impact.

Dr Chinny Nzekwe-Excel, Associate Professor of Enterprise and Corporate Development and Academic Lead for Enterprise, shared practitioner experiences from the Help to Grow: Management and Innovation and Knowledge Exchange programmes. Help to Grow supported more than 150 SMEs between May 2023 and May 2026. One participating Managing Director explained how the programme prompted a strategic leadership meeting, the appointment of an Operations Manager, organisation-wide SWOT analyses, a CRM project and the introduction of birthday leave to strengthen employee wellbeing. NHS professionals participating in the Innovation and Knowledge Exchange programme similarly described applying process mapping, collaborative problem-solving and innovation-planning approaches to live healthcare challenges.

Martin Weston, Head of Incubation and Venture Capital, contributed the experiences of businesses engaging with BCU's wider enterprise ecosystem. Reported outcomes included international expansion into the United States, new UK clients, licensing discussions, 20% year-on-year business growth, new products and contracts with Network Rail and an international customer. Participating businesses also recruited BCU graduates, planned student placements and explored collaborative research and innovation projects. The WMGC soft-landing programme is expected to support the creation of ten regional jobs over three years.

These contributions demonstrate that sharing is a two-way process: BCU disseminates knowledge through education, incubation and partnership, while practitioner experiences inform institutional learning and future provision. The next improvement will be to introduce more systematic collection of stakeholder voices and longer-term outcomes across enterprise programmes, with appropriate consent for wider dissemination.

Communication Barriers

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



**Bureaucratic
delays**



**Ownership
issues**



**Engagement
gaps**



SIGNATORY

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