

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Keele 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 Keele Business School, including key details and basic institutional data.

Mission

Keele Business School's mission: We inspire future leaders through our diverse and entrepreneurial community environment to meet the demands of an ever-changing society, economy and world.

To achieve our mission, we will:

- Deliver excellent quality and innovative teaching
- Expand our world-class research
- Create impactful regional, national and international collaborations and partnerships

Vision

Keele Business School's Vision: To be recognised regionally, nationally and internationally as a business school that transforms individual lives, enhances social bonds, and contributes to the creation of sustainable value.

Our Values are based on the six pillars that underpin all activities within Keele Business School:

- Creative
- Sustainable
- Innovative
- Ethical and inclusive
- Enterprising
- Digitally aware

Strategy

kbs-vision-mission-strategy-brochure

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Strategy Alignment

Strategy Alignment

Keele Business School's strategy is underpinned by:

- The School's mission to inspire future leaders through our diverse and entrepreneurial community environment to meet the demands of an ever-changing society, economy and world

- The School's vision to be recognised regionally, nationally and internationally as a business school that transforms individual lives, enhances social bonds, and contributes to the creation of sustainable value
 - The School's values are based on the six pillars that underpin all activities within Keele Business School: Creative, Innovative, Enterprising, Sustainable, Ethical and inclusive, and Digitally aware

Keele Business School has six key strategic objectives:

- Education and Curriculum Delivery
- Research
- Business Engagement
- Internationalisation
- People Plan and Resourcing
- Global Recognition – Accreditations and Rankings

As our School's strategy is underpinned by key pillars such as 'Sustainable' and 'Ethical and inclusive', we seek to embed alignment with sustainable development, the common good, and quality education in all activities.

Institutional History

Institutional History

Keele Business School's parent institution has a long history of holding sustainability at its heart. For example, the University has been recognised as the Global Sustainability Institution of the Year at the International Green Gown Awards and has placed among the top 40 universities for sustainability globally in the UI Green Metric World Rankings.

Keele Business School's journey towards RME is multifaceted and is viewed by the School as on-going. KBS is distinguished by its strong emphasis on interdisciplinary learning, enterprise, and sustainability. The School is committed to responsible management, aligning its mission with global initiatives such as the United Nations Sustainable Development Goals (SDGs). Through its Research Clusters and collaborative projects, KBS contributes to solving complex societal and economic issues, influencing policy and practice locally, nationally, and globally.

A key strength of KBS lies in its deep engagement with industry, facilitated by its unique co-location with businesses and dedicated Business Gateway. These partnerships offer valuable opportunities for student placements, consultancy projects, and employer engagement, enhancing the student experience while supporting regional innovation and economic development.

KBS's reputation is reinforced by a range of institutional accreditations, awards, and memberships, including:

- - PRME Champion 2024 & 2025
 - Corporate Knights Top 40 MBA for Sustainability 2024
 - Small Business Charter Accreditation
 - Athena Swan Bronze Award
 - Chartered Association of Business Schools (CABS) Membership
 - EFMD Membership
 - BGA Membership

Graduates & Enrollment

2025 Statistics	Number
Graduates	454
Faculty & Staff at the University	2042
Faculty & Staff at the Institution	61
Student Enrollment at the University	10911
Student Enrollment at the Institution	1827
Undergraduate Attendance	1030
Masters-Level Postgraduate Attendance	766
Doctoral Student Attendance	31
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

-  BSc Accounting and Finance
-  BSc Accounting with Business Analytics
-  BA Business Management
-  BA Business Management and Accounting
-  BA Business Management and Economics
-  BA Business Management and Finance
-  BA Business Management with Human Resources
-  BA Business Management and Marketing
-  BA Business Management with Business Analytics
-  BA Business Management with Entrepreneurship
-  BSc Economics
-  BSc Economics and Finance
-  BA Marketing
-  BA Sports Business Management
-  BA Media with Business Management
-  BA Music Production with Business Management
-  BA International Business Management
-  BA Esports Business Management
-  BA Economics
-  BA Digital Media and Marketing
-  BSc Business Technology
-  BA Business Management with Sustainability
-  BA Business Management with Supply Chain
-  BA Business Management with International Tourism
-  BA Business Management with Hospitality
-  BA Business Management with Events
-  BSc Banking and Finance

Masters Degree Programmes

-  MSc Management with Data Analytics
-  MSc Management with Marketing
-  MSc Management with Sustainability
-  MSc Digital Marketing
-  MSc Management
-  MSc Marketing
-  MSc International Business
-  MSc Economics
-  MSc Sports Management
-  MSc Business Analytics
-  MSc Accounting and Financial Management
-  MSc Banking and Finance
-  MSc Project Management
-  MBA Master of Business Administration
-  MSc Investment Management
-  MSc Management with Project Management
-  MSc Management with Healthcare
-  MSc Management with Healthcare Management
-  MA Economics
-  MA Human Resource Management
-  MSc Management (Online)
-  MSc Management with Human Resources (Online)

Postgraduate Degree Programmes

-  PhD/MPhil Management
-  PhD/MPhil Economics



Purpose

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

Letter of Commitment



Dr. Scott Bambrick
Director of Keele Business School, Keele University

Keele Business School
T: +44(0)1782 733430

Date: 08/07/26

Dear PRME Community,

I am pleased to confirm that Keele Business School reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice, Share. In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to the United Nations goals, particularly in the Sustainable Development Goals.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "Scott Bambrick".

Dean/ Highest executive name: Dr. Scott Bambrick
Dean/ Highest executive full title: Director of Keele Business School
Institution name: Keele Business School, Keele University

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ST5 5BG UK

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Definition of Purpose

Our School promotes RME to develop our graduates as the leaders of tomorrow with the holistic understanding to positively contribute to society and organisations.

Institutional Engagement

51% - 75% of faculty at Keele 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

Societal Impact Plan

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ICAN: Entrepreneurial Competition

For further details, please see www.keele.ac.uk/about/news/2025/august/business-school/students-entrepreneurial-ambitions.php.



Values

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



How We Define Values

Organisational responsibility and accountability to all of the School's stakeholders, including students, organisations, local communities, and wider society, are a key facet in decision-making and operations.

Who Champions Responsible Management Education at Our Institution

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

Student Awareness

76% - 100% of students at Keele Business School are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at Keele Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Continue telling your story

PRME Sharing Voice story - Values - Jo Sylvester (2) [View document](#) [Download document](#) 

EDI Activity Report [View document](#) [Download document](#) 

Equality and Diversity Data

View document  Download document 



Teach

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



How We Define Teach

We design our curriculum to be inclusive of sustainability and RME concepts and practices. Aside from discipline specific links to sustainability within the curriculum, we make efforts to foster a learning environment in which students can go beyond the SDG content traditionally related to their programmes of study.

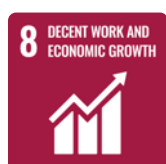
Courses that support RME

Keele Business School reports 22 courses in 2025 that support responsible management education and sustainable development goals.

Marketing and Globalization | MAN-30060

Given the rapid globalisation of business activities, an understanding of the issues affecting marketing decisions at a global level is a key requirement for a marketing or management career. This module aims to facilitate such development through engaging students with the theory, nature and practice of decisions faced in the global business arena.

The objective is for students to gain an understanding of the factors that are shaping marketing activities on a global scale. This is achieved by encouraging students to ask searching questions about the power of multinational companies, the relationship between global production and consumption and local cultures, the impact of political and ideological change on consumption patterns, consumer resistance to Western brands, the anti-globalisation movement and the possibilities of fair trade.



Organisational Responses to Sustainability Challenges | MAN-40266

An understanding of sustainability allows us to recognise why our ability to prosper now and in the future requires attention not just to economic and social progress but also conserving (and enhancing) the natural environment. There has never been a more important time to understand how government, industry and society can respond to this challenge. This module looks at the bigger picture but focuses on how organisations can respond by changing what they are doing - both strategically and operationally - to gain or maintain a competitive advantage whilst improving their sustainability performance.

Sustainability literacy is developed on the module by asking students to consider the need for change to a more sustainable way of doing things, and providing sufficient capabilities and competencies to enable them to act in a way that favours sustainable development.

The module aims to motivate students to integrate notions of sustainability into their management approach by combining a thorough understanding of the issues surrounding sustainable development and climate change with knowledge of how organisations can respond to these opportunities and challenges by embedding sustainability into an organisation's strategy and operations.

The module tests a student's learning independence and creativity, allowing them to not just know what they know, but to apply what they know. Developing both intellectual and cognitive capabilities, and personal and interpersonal competencies, the module prepares students for an uncertain tomorrow.



Professional and Academic Development 1 | MAN-10071

Our foundational professional development module is designed to help you identify and take advantage of your unique strengths. Using approved psychometric tools, you will learn about your strengths to uncover your inherent talents which will help you to shape your professional identity. This module offers a structured framework for you to reflect on your capabilities and areas for growth, supporting the development of your career plan. Through interactive workshops and guided reflection, you will learn to effectively apply your strengths in various professional scenarios.



Managing in a Changing Society | MAN-10030

This module approaches organisations and organisational structures from a socioeconomic perspective. As a subject, sociology is concerned primarily with the conduct of society, the way socioeconomic relations are formed and developed both at the institutional level and at the level of everyday interaction. Sociologists and Economists often question how society and the economy is organised and structured through its institutions. This area of social science asks how we, as organisational participants as well as employees at work, are organised by and disciplined through everyday practices and institutions.

In seeking to understand how institutions work, this module addresses key issues relating to developments in the labour market and the dynamics of socioeconomic relations. The module evaluates dominant socioeconomic changes on a grand scale. This includes institutions formed by

partnerships, cohorts, professions, business associations and other forms of strategic alliance.

The module focuses on the way institutions assist in creating, reproducing and regulating specific socioeconomic orders and the manner in which power manifests itself, is exercised, and is distributed and resisted. The module assesses these issues through engagement with socioeconomic debates concerning contemporary work issues and by closely examining detailed empirical cases.



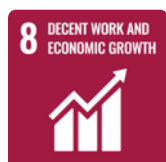
Organisations and the Sustainable Development Goals | MAN-20215

The 'Organisations and the Sustainable Development Goals' module aims to introduce and build on existing student knowledge of the Sustainable Development Goals (SDGs) in connection to their implications and opportunities for organisations. The module intends to apply a practical lens to the multifaceted connections between the SDGs and organisations, showcasing, where possible, how the SDGs might be considered and applied in real life organisational scenarios.



Leading, Managing and Decent Work | MAN-20163

This module explores leadership styles and management practices that impact organisational culture and employee experience and performance. It integrates current issues such as diversity, wellbeing and mental health, and remote workforce management, offering strategies for creating supportive, healthy work environments. You will learn conflict resolution techniques and examine legal and ethical considerations to effectively handle workplace dynamics and foster an inclusive organisational atmosphere.



Leisure, Sport and Society: Sustainability, Politics and Communities | MAN-20165

There is more to the Sport and Leisure industry that we see when we attend these experiences. For instance, whether it is understanding the societal and economic benefits of an event, how sport is becoming more sustainable or how tourism is constantly changing, you will get a holistic view of

leisure and sport. Understanding the nature and characteristics of the different sectors comprising the Sport and Leisure industry provides you with the context to understand management issues facing companies and organisations in this important industry. In this module you will challenge the role of sport and leisure on society, the issues they face on a daily basis and offer appropriate solutions.



Sustainable Procurement and Supply Chains | MAN-20183

The role of purchasing has become a key driver in facilitating the smooth flow of goods while optimising costs and meeting customer requirements. This module will explore various approaches to managing the purchasing function. Additionally, it will examine why many businesses have opted to contract out certain elements of their supply chains. The module will also address sustainability and supply risk management from a purchasing perspective. Case studies will be integrated into the teaching to illustrate how companies manage their purchasing, procurement, and global supply chains.



Environmental Management Systems | MAN-20161

This module aims to introduce students to the relevance of environmental management systems as part of the day-to-day functioning of companies, similarly to what quality or safety management systems would be. It will help students understand the different types of environmental management systems and their applicability to different company sizes and sectors, together with their growing importance particularly for companies operating internationally. The module will provide the basic tools to assess how companies can improve their environmental performance across the whole supply chain system, embracing circular economy approaches.



Marketing and Society: Issues, Impact and Implications | MAN-20191

The 'Marketing and Society: Issues, Impact, and Implications' module enables students to critically investigate the impact marketing practice can have on different organisations and stakeholders. Throughout the module, students will engage in key debates around ethical and sustainable marketing practices, corporate social responsibility, digital disruptions, and global marketing strategies. By fostering a holistic understanding of the impact of marketing within society, students will emerge as conscientious marketers who can balance profitability with societal well-being.



Governance and Ethics in Sports and Esports | MAN-20193

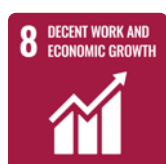
The Sports and Esports industries are both at different stages of their development, however ethics, integrity and governance are central, and reoccurring, themes within both. In this module, you will understand how both are governed and regulated, whether that is in sponsorship, doping, match fixing or financial regulation, whilst also consider the ethics behind sportswashing, greenwashing and sponsorship within both industries. This will come from applying governance and regulatory frameworks and theory to sports and esports, whilst also analysing topical cases within this space and comparing the approaches across countries.



Social Enterprise and Alternative Organising | MAN-20093

Alternative forms of organising surround us in our daily lives, yet we rarely recognise or acknowledge their existence, strengths and importance. Whether you are examining co-operative ventures, charities or advocacy groups, some kind of organisation and management is still required for them to function. The fact that these organisational forms are non-profit or outside the mainstream does not mean that they are irrelevant for students of management: to ignore the diversity and richness of organisational life is to impoverish our understanding of the world of work - both paid and unpaid.

In this module students will study these organisations and in groups develop your own solutions to social and environmental challenges.



Contemporary Business Ethics Debates | MAN-20209

The business world is full of ethical dilemmas. This module is a practical, discussion-based module where you will select and explore current ethical issues in business. With your peers, you will engage in debates, presentations, and discussions, applying ethical theories to real-world scenarios. This hands-on approach develops critical thinking and communication skills, preparing you to navigate and address ethical challenges in today's business environment.



Business Ethics | MAN-30121

This module prepares you to examine the difficult problems encountered by management professionals where their actions can have serious and lasting ethical consequences. In this module we will closely examine moral, philosophical and sociological theories related to issues of ethics and integrity in business. This module concentrates on the actions and consequences for the individual manager, but we will discuss a range of stakeholders who are also affected by ethical and unethical decision making in organisations. We will also discuss UNSDG and PRME principles.



Comparative Business Cultures | MAN-30056

Much of the literature on business culture presents and promotes standardised approaches to doing business in the globalised world. This module opens up this unhelpful and homogenised view of business culture by focusing on the difference and diversity of business cultures across the world. The module offers a sophisticated introduction to theoretical perspectives on management in the context of globalisation, and considers international business cultures with reference to theories and typologies of organisational and national culture.



Managing Diversity - ISP | MAN-30071

The concept and practice of managing diversity is highly significant for contemporary businesses - both large and small - and is gaining considerable momentum. The management of diversity is often regarded as a vital aspect of quality assurance and accreditation, for example. However, it is a concept which invites considerable debate among managers as well as academics.

While criticisms of the movement are many, other commentators see it as a necessary economic and social strategy set against a background of entrenched economic decline, globalisation of markets and successive waves of deregulation. For example, whilst many organisations see managing diversity as a means of tapping into broader global and consumer markets, governments promote the management of diversity as a means of ensuring that employers implement anti-discriminatory legislation. The taught component of the module considers these (and others) as stakeholders in managing diversity and explores competing perspectives.



Managing Diversity | MAN-30037

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This module addresses these developments through studying the following topics: what does it mean to manage diversity in organisations?; work and caring; gendered concepts of work; the social construction of race; sexuality in organisations; issues of disability and age at work; implementing change. In addition to the existing literature, course materials will utilise the lecturer's own research on diversity in organisations and this will be complemented by guest speakers where appropriate.



Entrepreneurship and Innovation for Sustainable Development | MAN-40206

The Entrepreneurship and Innovation for Sustainable Development module plays a central role in the MSc Entrepreneurship and Innovation. The module revolves around sustainability and innovation; in other words, changing for the better what we do and how we do it. The module improves sustainability literacy, asking students to consider the need for change to a sustainable way of doing things, and providing sufficient capabilities and competencies to enable them to act in a way that favours sustainable development. Learning about sustainability and innovation requires students to be actively engaged in the learning process. Interactive sessions, flipped classrooms and problem-based tasks offers students more control and more responsibility over their learning. The approach develops a student's learning independence and creativity, allowing them to not just know what they know, but to apply what they know. Developing both intellectual and cognitive capabilities, and personal and interpersonal competencies, prepares students for an uncertain tomorrow by making them 'work ready plus'.



Contemporary Challenges in Global Business | MAN-40118

Sustainability and sustainable development are in the foreground of contemporary challenges facing global business in the 2020s and beyond. The aim of the module is to develop intellectual skills and deeper understanding of the challenges associated with a transition to more sustainable systems of consumption and production.

Students will gain understanding of the complex issues surrounding development towards social responsibility and environmental sustainability. Students will work as teams and develop innovative strategies that balance conflicting needs and consequences, recognising wider considerations and using creativity to overcome barriers to change. Students learn a practical, holistic, approach to tackling problems that applies the fundamental principles of sustainable development; requires both the development of close team collaboration, research skills and critical analysis of information.

Professor Paul Dewick has been researching innovation and sustainability for more than 20 years. He is committed to providing high quality, research led teaching using innovative techniques to improve the learning experience of students. His teaching revolves around innovation and sustainability; in

other words, changing for the better what we do and how we do it. Conveying the need for change to a sustainable way of doing things and giving students sufficient knowledge and skills to enable them to act in a way that favours sustainable development are central to his teaching aim. Sustainability knowledge transfer requires interactive teaching; students must be actively involved in the learning process. His teaching reflects this with interactive 'lecture' sessions based on a problem/enquiry based learning pedagogy.

In terms of employability, the teaching approach offers students more control, more responsibility over their learning, developing student's learning independence and creativity. Knowledge acquired is better retained, particularly when you are charged to apply what you know in specific scenarios. The teaching approach will help build adaptive skills that are useful regardless of the career choice.



Creativity, Innovation and Quality | MAN-40186

Creativity and innovation are fundamental drivers of economic progress, pivoting in shaping organizations' competitive advantage and contributing to national wealth. In an era marked by rapid technological advancements and global challenges, the ability to think creatively and innovate effectively has become indispensable for businesses and societies alike. These twin forces propel industries forward and offer transformative solutions to complex problems, paving the way for enhanced quality of life and environmental sustainability. Creativity and innovation are integral to addressing global challenges, including climate change, poverty, and inequality, aligning closely with the United Nations Sustainable Development Goals (SDGs). By fostering innovative thinking and creative problem-solving, individuals and organizations can develop solutions that protect the environment, advance social equity, and ensure sustainable economic growth. Whether it involves designing eco-friendly technologies, implementing circular economy principles, or creating socially inclusive business models, creativity and innovation are at the heart of achieving a sustainable future. The purpose of this module is to develop creative thinking and reflective analytical skills to stimulate new ideas to improve organisational performance and contribute to sustainable development. In so doing, core concepts from creativity and problem solving, innovation, and systems of sustainable consumption and production are presented to provide joined-up thinking on value creation and competitive advantage in the context of sustainability transitions. The module will develop the way in which you think about stakeholder requirements and identify product and process change opportunities whilst not compromising quality and perceived customer value. It develops approaches to creative problem solving implicit in product/service and process improvement.



Creating Sustainable Value Through Operations | MAN-40194

The purpose of this module is to explore ways in which operations and supply chains can be developed in a sustainable way, to create value for the organisation by being efficient and agile, whilst also minimising the harm to the planet.

Topics include:

- Principles of Operations Management
- Lean systems and value stream mapping
- Introduction to sustainability principles
- Measuring performance and sustainability
- Supply chains and Sustainability
- Circular economy
- Creating sustainable value

This module follows a work-based learning approach designed to support apprentices in integrating theoretical concepts with their organisational context. Learning activities focus on applying operations and sustainability frameworks to real-world challenges, encouraging learners to reflect on the systems, constraints, and value drivers within their own organisation. Sessions include a combination of tutor-led input, case study analysis, group discussion, and reflective tasks. Learners will be expected to engage actively in applying concepts to their current role and contribute examples from their professional practice. The module supports portfolio development and End Point Assessment preparation through the applied nature of both assessments.



Extensive Company Project | MAN-40190

This module offers students the opportunity to undertake a substantial, independent research project within your organisation, based on a previously developed and approved research proposal. It allows for the practical application of knowledge, skills, and behaviours acquired throughout the MBA programme.

The project should address a real and significant management issue with the potential to influence the strategic or operational development of the host organisation, ideally your own. It represents a form of

internal consultancy and is expected to demonstrate critical thinking, analytical rigour, and the integration of programme content with contemporary business challenges.



Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Faculty promotion and tenure consideration
- ❖ Financial incentives
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Publication or research support
- ❖ Student-nominated teaching awards
- ❖ Professional development opportunities

Teaching Voices

The following statement demonstrates ways in which educators at Keele Business School support sustainability and responsible management in their classrooms.

Undergraduate Marketing Programmes

Marketing-related programmes have been carefully designed to embed critical discussion and practical engagement with sustainability, responsibility and ethical practice at every level of study.

At Level 4, students on MAN-10067 Understanding the Contemporary Consumer explore the politics of consumption, examining the wider consequences of consumer behaviour for individuals and society. The module also considers the development of ethical consumption and its influence on contemporary marketing practice.

At Level 5, students on MAN-20062 Marketing in Society examine the broader role of marketing within society and critically evaluate the impact of marketing practices from a range of stakeholder perspectives. This includes engagement with key contemporary debates and issues, ranging from sustainability and social responsibility to the use of marketing in political contexts.

Also at Level 5, students on MAN-20059 Marketing Research develop an understanding of ethical research practice. They engage with the design and implementation of ethical research processes, ensuring that marketing research is conducted responsibly and in accordance with professional standards.

At Level 6, students on MAN-30050 Brands and Branding critically examine the role of brands in shaping individual lives and wider society, including the increasingly pervasive influence of branding in contemporary culture. Similarly, students on MAN-30067 Digital Marketing in Practice consider issues relating to data protection, privacy and the ethical implications of marketing within an increasingly complex and rapidly evolving digital environment. MAN-30053 Contemporary Retail Environments is also underpinned with a strong emphasis on responsible decision-making within different retail environments to encourage students to recognise the impact of retail on wider society – this includes consideration of location and format choices; the impact of online retailing; the role of retail employees. A further key module at Level 6, MAN-30060 Marketing and Globalisation, engages students in critical discussion and debate about the impact of marketing in a globalised world. Students explore the effects of marketing practices on different cultures and identities, as well as challenges relating to labour conditions, production practices and global supply chains.

Overall, the marketing programme is designed to ensure that principles of responsibility, sustainability and ethical practice are embedded throughout the curriculum. This enables students to develop the knowledge, critical awareness and professional judgement needed to become responsible marketers and positive contributors to society.

Barriers to Innovative Curriculum

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

- ❖ Budgetary limitations
- ❖ Overloaded faculty
- ❖ Resource allocation challenges
- ❖ Scalability issues
- ❖ Time constraints

Barriers to Innovative Pedagogy

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

- ❖ Budget constraints
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Scalability issues
- ❖ Technology gaps
- ❖ Time constraints

Continue telling your story

Developing a Sustainable Development Goals Passport

Keele Business School (KBS) has developed a digital Sustainable Development Goals Passport (SDGP) for use by all KBS students. Born from the desire to map SDGs within the School's curriculum, the initial development of the SDGP was undertaken via an action research approach. While the SDGP remains available to all students within the School, it has been specifically embedded within the module 'Professional Academic Development 1', which is a common first year module across the School's Programmes.

As a result, the SDGP offers students a dedicated space in which to find out more about the SDGs, to reflect on their own sustainability goals and ambitions, to showcase their understanding of and interactions with the SDGs, and a place in which to upload evidence of their interactions/engagement with each SDG throughout their studies and beyond.

The SDGP requires students to complete an SDG self-assessment matrix at the beginning of each year of study, and at the end of their final year of study. The purpose of this, is to allow students to track their progress in areas such as confidence and knowledge surrounding each SDG. The SDGP encourages students to also reflect on their interactions with the SDGs, whether via module content, assessments, volunteering opportunities, work experience, or other experiences.

The SDGP allows students to share their 'Passport' with members of the KBS PRME Team/ Professional Academic Development 1 module in order to receive feedback. Strong submissions which fully engage with the SDGP throughout the year are eligible to receive a digital badge which might, for instance, be shared on platforms such as LinkedIn.

The SDGP is also fully downloadable, allowing it to be a potential source of SDG related experience for discussions with potential future employers for students/graduates in seeking employment opportunities.

PRME Pedagogy Certificate Programme

2 Keele Business School colleagues have gained the participation certificate for the 2026 PRME Pedagogy Certificate Programme, hosted by PRME x Winded Vertigo. Both colleagues plan to also complete the capstone project to progress to the in-practice version of completion of the Programme.



PRME Pedagogy Certificate: Dr. Helen Millward

External Examiner

In November 2025, Dr. Rosa Fernandez-Martin served as an External Examiner for the University of Salford (UK): Sustainable Development Goals (SDGs) adaptation in UK retail banks: A decoupling of corporate strategy from branch level practice.



Research

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

How We Define Research

Research should not be static. It should reflect the changing nature of society and the world around us. Our School emphasises research in practice, with research being used to inform our RME practice.

Research vs Research for RME/Sustainable Development



Research Funding

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



Socializing Research

In 2025, Keele Business School contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms

Research Barriers

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

- ❖ Funding challenges

- ❖ Publishing barriers
- ❖ Time constraints

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Linking Education for Sustainable Development Competencies with Employability

As part of its work within the PRME Champions group, Keele Business School leads a subgroup titled, 'Linking Education for Sustainable Development Competencies with Employability'. The project is currently being undertaken in partnership with colleagues from Nottingham Business School, Nottingham Trent University, UK, along with inviting other interested PRME Champions institutions to join the project during the June Champions meeting.

The project's objective is to map ESD-based competencies in various universities, with a specific focus on examining how the UNESCO Competency Framework's core competencies are embedded within business school modules via module design, delivery, assessment, and their links to employability. Through focusing on exploration of student experience, the project seeks insights into student opinions as to their level of preparedness for the world of work (and for curriculum development, if necessary).

To date, the project has mapped the competencies across shared disciplines within the partner School, gained ethical approval, and completed early data collection.

Expert Panellist

In June 2026, Dr. Rosa Fernandez-Martin served as an expert panellist on a book presentation for: 'De Gruyter Handbook of European Union Environmental Policy', edited by Prof. Anthony Zito and Dr. Ekaterina Domorenok.

Studentship Grand

Dr. Rosa Fernandez-Martin was awarded a grant for a studentship by the Social Sciences North West DTP: Exploring past, present and future of food sustainability in Staffordshire'. The amount awarded was approximately £90,000, including tuition fees and a stipend.



Partner

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

How We Define Partner

We engage with a broad range of stakeholders both internal and external to our Business School. The purpose of this is to advance RME at our institution, but also to develop our students' understanding and to promote principles of accountability and sustainability with our organizational partners.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Local institutions and associations
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations Global Compact non-business signatory
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ PRME Students

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BREAKOUT SESSION

INFLUENCING PUBLIC POLICY FOR SDGS: THE ROLE OF PRME SIGNATORY SCHOOLS AND RESPONSIBLE MANAGEMENT SCHOLARS

28 June
10:45 PM - 12:00 PM EEST

PRME 2026 GLOBAL FORUM

					
Rumina Dhalla Associate Professor, University of Guelph, Canada	Alex Hope Pro Vice-Chancellor, Faculty of Business and Technology; Professor of Sustainable and Responsible Business, University of Sunderland	Swati Nagpal PRME Lead, La Trobe Business School	Helen Millward Lecturer in Marketing, Keele Business School, Keele University, UK	Christian Van Buskirk Academic Director, Masters of Management, The Gustavson School of Business at the University of Victoria	Kerstin Klein Research Associate and Project Lead, University of Applied Sciences of the Grisons, Switzerland

Breakout session promotional material

PRME Global Women and Leadership Working Group

The Keele Business School PRME lead is a member of the PRME Global Women and Leadership Working Group.

Invited 'Introduction to Sustainability' Presentation to Local Organization

The School's PRME lead and another colleague from Keele Business School were invited to provide an 'Introduction to Sustainability' talk for local organization, Nurture Health & Care. The presentation featured an introduction to sustainability and the SDGs, along with guidance as to how such principles might be embedded within the organization via a practical lens. For instance, this has led to the establishment of a sustainability steering committee within the organization, with the 2 Keele colleagues mentioned acting as a part of the committee.

Co-Creating Digital Capability - A University Industry
Partnership Model v2

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2026 PRME Students Sustainability Award: Utter Rubbish

Please see the following link for further information about student-led organization Utter Rubbish, which achieved 'runner-up' in the 2026 PRME students sustainability awards: www.unprme.org/awards/student-awards/2026-prme-students-sustainability-award-2/

PRME Champions Project Groups

In addition to leading 'Linking Education for Sustainable Development Competencies with Employability', Keele Business School is engaged with the following PRME Champions subgroup projects for the current cycle:

AI and Sustainability - Building an AI toolkit for future sustainability leaders

PRME Champions Online Micro-Curriculum Exchange (COMEX)



Practice

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

How We Define Practice

Strong governance and operations are required for effective RME. We embed responsible and management principles into all that we do.

Institutional Policies and Practices

- ❖ AI use guide
- ❖ Equity reporting (DEI, EDI, etc.)
- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Ministry of education recommendation documents
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

Carbon Accounting, Reporting and Management
Code of Practice 2024-2029 (1)

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

Dignity and Respect Policy & Procedure 2025

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

EDI STRATEGY 2023-27	View document 	Download document 
Ethical Investment CoP 2023	View document 	Download document 
Keele Estates Strategy Masterplan	View document 	Download document 
Responsible Procurement Strategy	View document 	Download document 
Sustainability in Food Code of Practice 2024 1	View document 	Download document 
AI in Education Framework 2025	View document 	Download document 
Academic Governance Code of Practice 2025	View document 	Download document 
Open Access & Rights Retention Policy 2024	View document 	Download document 
Environmental & Social Sustainability Framework-Jul26 update	View document 	Download document 

Practice Awards

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

Midlands Education Awards 2026: Higher Education Provider of the Year

Granter: Midlands Education Awards 2026

Grantee: Keele Business School

Award Description:

Keele Business School has been named Higher Education Provider of the Year at the Midlands Education Awards 2026, recognising its sector-leading work in widening participation, student success and delivering positive impact for communities and the economy.

The award celebrates higher education providers that combine academic excellence with an exceptional widening participation programme, attracting students from diverse backgrounds and providing the support they need to thrive. The Midlands Education Awards recognise the educators, leaders, institutions and organisations transforming lives through education across the region.

The accolade highlights Keele Business School's commitment to inspiring future leaders through innovative teaching, strong partnerships, impactful research, and an approach that places social responsibility at the heart of business education.

Please see www.keele.ac.uk/about/news/2025/august/business-school/students-entrepreneurial-ambitions.php for further details about our work.



2026 Excellence in Practice (EiP) Gold Award Winners: Ecosystem Development

Granter: EFMD Global

Grantee: Hixon Group and Keele University

Award Description:

Gold award in the Ecosystem Development Category. Please see <https://blog.efmdglobal.org/2026/05/26/2026-excellence-in-practice-eip-gold-award-winners/> for further details.

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EFMD EiP Award - KBS Hixon Exec Summary 1

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Keele Business School leaders invited to discuss work in Parliament

Leaders from Keele Business School were invited to Parliament to showcase the School's impact on society in a meeting with the local MP. For further information, please see: www.keele.ac.uk/about/news/2025/november/keele-business-school/parliament-visit-societal-impact.php

Submission to Education Awards 2026 (1)

View document  Download document 



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

We, as members of the PRME community, share significant successes and areas for potential future improvement with one another. The purpose is to advance our practice towards RME, and identify areas of good practice in which we might participate in promoting sustainability, the SDGs, and RME within our institutions.

Engagement Opportunities

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

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ 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

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

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ 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
- ❖ Non-governmental organizations (NGOs)

Communication Barriers

Keele Business School faces the following barriers in transparent communications:



**Ownership
issues**



**Transparency
hesitation**

SIGNATORY

Keele Business School



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United Kingdom



Website

<https://www.keele.ac.uk/kbs/>