

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

School of Business, University of
Leicester

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 School of Business, University of Leicester, including key details and basic institutional data.

Mission

Through inspirational business education and world-leading business research, we seek to change society for the better.

Vision

From the world to Leicester, and from Leicester to the world, we are an inclusive business education and research community creating impactful Citizens of Change.

Strategy Alignment

Alignment of ULSB's Strategic Goals to the UN Sustainable Development Goals

We have four long term high level strategic goals derived from our mission and associated with measures enabling us to judge our success.

- **Goal 1:** We provide high quality education that students value and which gives them the skills they need to succeed and make a difference
- **Goal 2:** We conduct excellent research that addressed the world's problems and is internationally recognised for its quality and impact
- **Goal 3:** We foster an inclusive community where all staff and students are valued, supported, and empowered to contribute meaningfully, creating a positive impact on our institution, environment and globally
- **Goal 4:** We are an internationally leading business school.

These goals reflect our mission to deliver high-quality education, conduct impactful research, foster inclusivity, and lead on a global platform. Our goals align with multiple UN Sustainable Development Goals (SDGs), including:

- **SDG 4:** Quality Education

This goal not only directly supports inclusive and equitable quality education but promotes lifelong learning opportunities. SDG mapping is embedded in course proposals and institutional strategy. Increased student experience and student outcomes satisfaction levels were demonstrated through the TEF (Teaching Excellence Framework) Gold 2023 award which we will hold for four years.

- **SDG 5:** Gender Equality

ULSB and the University strive towards gender equity and representation, promoting inclusivity across all areas, as demonstrated by numerous policies, practices, charters and awards.

- **SDG 8: Decent Work and Economic Growth**

Business school inspired education contributes directly to entrepreneurship, innovation, and economic development. By equipping students with relevant knowledge and enhancing their soft skills, we further contribute to employability and economic productivity. We provide students with opportunities to undertake real world problem solving and workplace learning.

- **SDG 10: Reduced Inequalities**

Our goal supports social, economic, and educational inclusion and fosters a fair institutional culture and development opportunities. Education initiatives including widening participation and access, supporting reduced disparities in education.

- **SDG 13: Climate Action**

Our goals align through a multifaceted approach, integrating teaching, research, operations, and community engagement with sustainability woven throughout. Carbon Literacy Training is embedded in the curriculum in modules like the Sustainable Enterprise Partnership Project.

- **SDG 17: Partnerships for the Goals**

Much of ULNB's research involves international collaboration, supporting global partnerships. Global collaboration and knowledge exchange is closely aligned to our strategic goals. Regionally the University is part of the Civic Agreement, a formal partnership with De Montfort University, Loughborough University, and local councils (Leicester, Leicestershire, and Rutland), which focuses on five themes that align with the SDGs.

Our goals are embedded in every aspect of our operations, Teaching, Research, Engagement, and Operations, which also includes sustainable procurement and inclusive hiring policies.

Multiple SDGs addressing global challenges are associated with ULNB's research including those driving innovation and supporting sustainable industrial development. Faculty are members of research clusters and groups aligned to the SDGs, both within the School and across the wider University.

We also support SDG integration within programme development and mapping, research and community engagement, ensuring that strategic decisions are guided by an overall commitment to quality, sustainability and nurturing Citizens of Change for the common good.

Institutional History

University of Leicester School of Business' journey toward adopting Responsible Management Education and becoming a UN PRME signatory

A short history of the University of Leicester School of Business and its journey toward adopting Responsible Management Education and becoming a UN PRME signatory.

The University of Leicester was founded in 1921 as a living memorial to those who served in World War I, with strong support from local civic leaders and philanthropists, notably Thomas Fielding Johnson. In 1924, a £20,000 donation enabled the establishment of a Department of Commerce, marking the beginning of business education at Leicester under Mr. P.W. Bryan.

University status was granted via Royal Charter in 1957 and in 1989, the Management Centre was launched under Professor Peter Jackson, initially recruiting distance learning students to MBA, management, marketing and finance courses. This built upon the interdisciplinary foundation laid by the Centre for Labour Market Studies (CLMS), which had been established in 1986 within the Faculty of the Social Sciences.

The Management Centre transitioned into the School of Management in 2007, becoming one of the UK's largest providers of distance learning in business education. It offered a full suite of programmes, taking students from undergraduate courses, through to specialist masters programmes and the development of its PhD research community. This marked a pivotal moment in ULSB's development, setting the stage for its future commitment to responsible education.

Between 2008 and 2015, the School began integrating sustainability, ethics, and responsible leadership into its curriculum and research. This approach laid the groundwork for aligning with global standards in responsible education.

On 4 December 2009, ULSB became a signatory to the United Nations Principles for Responsible Management Education (PRME), committing to its six guiding principles and submitting biennial reports, documenting the School's efforts to embed sustainability and ethics into teaching, research, and operations. From 2011 to date, the reports have highlighted continuous progress, including curriculum redesigns, faculty development, student engagement with the UN Sustainable Development Goals as well as wider business, community and stakeholder engagement.

In August 2016 it was announced that the expertise in the University's Department of Economics and School of Management was to be brought together to create the University of Leicester School of Business (ULSB). Since 2016, ULSB has been actively contributing to the global conversation on responsible management education.

By 2019 ULSB was a large School with three departments, sat within the College of Social Sciences, Arts and Humanities. In 2021, ULSB formally opened its dedicated Brookfield campus under the Deanship of Professor Dan Ladley.

The School has cultivated partnerships with SMEs and large organisations to promote responsible business practices and holds the Small Business Charter Award, affirming its commitment to sustainability and ethical leadership development.

A ULSB Sustainability Committee has been in operation from 2022-23, initially chaired by the School's Sustainability Lead, with the goal of enhancing the sustainability and societal impact of ULSB and maximising the ESDG activities relevant to UN PRME. The Committee reported to the ULSB Business and Civic Engagement Committee, whose remit was to strengthen engagement with business and community through knowledge exchange activities, non-accredited CPD and executive education, student enterprise activities, aligning commitments to the requirements of the Small Business Charter, responsible business and the SDGs. In September 2024, a Director of Sustainability role was established to drive progressive change in learning and teaching practice, encouraging new initiatives and advancing developments around operations and social values.

ULSB entered a new phase on 1 August 2024, officially starting to operate as a College of Business, with four Schools: the School of Management, the School of Marketing and Strategy, the School of Economics and the School of Accounting and Finance, each with their own Head of School and sustainability representatives.

Today, ULSB stands as a vibrant, international, and interdisciplinary community, continuing its legacy of innovation and responsibility in business education.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1457
Faculty & Staff at the University	4078
Faculty & Staff at the Institution	272
Student Enrollment at the University	23980

2025 Statistics	Number
Student Enrollment at the Institution	5158
Undergraduate Attendance	4151
Masters-Level Postgraduate Attendance	880
Doctoral Student Attendance	127

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.)

Doctoral Programs

 Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

 BSc Accounting
  BSc Accounting and Finance
  BSc Business Economics
 BA Business & Management
  BSc Economics
  BSc Economics and Accounting
 BSc Economics and Data Analytics
  BSc Finance
  BSc Financial Economics & Banking
 BA Human Resource Management
  BSc in Human Resource Management (Distance learning)
 BA Marketing

Masters Degree Programmes

-  MSc in Human Resource Management and Training
-  MSc in International Business
-  MSc in International Management
-  MSc in Management
-  MSc Management, Finance and Accounting
-  MSc Marketing
-  MSc Risk, Crisis and Disaster Management (RCDM)
-  MSc Accounting and Finance
-  MSc Business Analysis and Finance
-  MSc Digital Marketing
-  MSc Finance
-  MSc in Healthcare Management

Postgraduate Degree Programmes

-  Postgraduate Diploma in Business Administration (Senior Leader) with Level 7 Senior Leader Apprenticeship



Purpose

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

Letter of Commitment



29 September 2026

To whom it may concern

I am pleased to present the University of Leicester School of Business's 2026 Sharing Information on Progress report and to reaffirm our commitment to the United Nations Principles for Responsible Management Education.

Responsible management and sustainability remain important to our purpose as a Business School: through our education, research and engagement, we seek to contribute to positive change for business and society while equipping our students to understand and respond to the complex economic, social, environmental and technological challenges they will encounter.

This report comes at an important point in our strategic development. With University and College strategies currently under review, we have an opportunity to consider how sustainability, responsible management education and societal impact can be embedded even more clearly within our future direction. PRME provides an important framework for that reflection, helping us connect our ambitions in education, research, external engagement and institutional practice and identify where we can strengthen our contribution further.

A significant step in this direction is our new research signature, "Responsible growth for businesses and society." Responsible growth provides a common thread across the breadth of our research, encompassing social and ethical responsibility, environmental sustainability, innovation, technology and resilience, and economic integrity and organisational governance. Central to this agenda is the development of our Growth Hub, which will strengthen the relationship between research, enterprise and society and help translate our research into knowledge that is accessible and useful to practitioners, policymakers and communities and support responsible growth.

The Hub also provides an opportunity to bring greater visibility and coherence to the breadth of responsible-growth research already taking place across the School. This spans social and ethical responsibility, reflected in work on child labour in cocoa production and labour standards in the UK fashion industry; environmental sustainability, through projects on net-zero transition such as GreenerFuture Leicestershire and research on climate and biodiversity risks; innovation, technology and resilience, demonstrated by work on cybersecurity risk, responsible AI and digitalisation, and health-system resilience; and economic integrity and organisational governance, through research on fiscal justice and public finance through the GRADE project, alongside work on ESG, corporate governance and sustainable finance.

Our commitment to responsible management extends beyond research. Across our programmes, colleagues continue to integrate sustainability, ethics, inclusion, responsible leadership and emerging issues such as responsible AI into teaching and student learning. At the same time, partnerships through GreenerFuture Leicestershire, the East Midlands Chamber, and the Growth Accelerator for Social Entrepreneurs connect the School with businesses, local government and community organisations, creating routes for knowledge exchange, applied learning and wider societal impact. We continue to strengthen our engagement with SMEs and wider community through a range of regional enterprise initiatives and recognise the importance of collaboration between educational institutions, businesses, government departments and accreditation bodies to achieve demonstrable and sustainable economic development and social impact. We are also pleased to have extended contracts to deliver successful programmes such as Help to Grow: Management and the NHS Graduate Management Training Scheme's HR specialism.

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29 September 2026

As we look ahead, our focus will be on building greater coherence across these activities, with the review of our institutional strategies and the development of the Growth Hub providing opportunities to strengthen the role and visibility of sustainability and responsible management across the School.

I would like to thank our staff, students and partners whose contributions are reflected throughout this report. Their collective work underpins the progress documented here and the School's wider contribution to responsible growth for business and society.

Yours faithfully

A handwritten signature in black ink, appearing to read "D. Ladley".

Professor Dan Ladley
Pro Vice-Chancellor, Head of College and Executive Dean of the University of Leicester School of Business

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76% - 100% of faculty at School of Business, University of Leicester actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

Embedding Sustainability Across the School of Economics - Reflections from Prof. Tianshu Zhao, Sustainability Representative, School of Economics

In the School of Economics, sustainability is being embedded across teaching, research, student development, and wider School activity, rather than being treated as an optional add-on. This aligns well with the broader expectation that sustainability should be integrated across curriculum, research, and community-building activity.

In teaching, we have revised existing modules to incorporate sustainability-related content more explicitly. For example, our module Principles of Banking now includes corporate social responsibility and sustainable finance, while Environmental and Resource Economics provides dedicated coverage of environmental sustainability issues.

In research, several colleagues work in areas connected to sustainable finance and corporate non-financial reporting. Faculty have also applied for grants relating to information disclosure and information capture to improve the quality of non-financial reporting by corporations. Our PhD community is increasingly contributing to this agenda: current doctoral work includes research on the impact of the net zero transition on labour market outcomes and household finance.

We have also created research-led opportunities for students and early-career scholars. The School organised the international workshop on Climate, Finance and Sustainability, with PhD students actively involved in the organisation. This workshop has also led to an associated special issue, for which our faculty are serving as guest editors. In addition, we organise employability-focused events for early-career scholars, including PhD students.

More broadly, both faculty and PhD students have secured I-REACCH (Inclusive Research Environment Achieved through Culture Change) funding for initiatives linked to inclusion and sustainability in the academic environment, including disability support for staff and postgraduate researchers (PGRs), the Women in Economics, Finance and Accounting (WEFA) network, and career events for PGRs. Taken together, these activities show a School-wide commitment to embedding environmental and social sustainability in a meaningful and practical way.

Embedding Sustainability Across the School of Marketing & Strategy - Reflections from Dr. Mandi Jamalian, Sustainability Representative, School of Marketing & Strategy

The School of Marketing & Strategy (M&S) contributes to responsible management and sustainable development through research, knowledge exchange, curriculum innovation, external engagement and inclusive practice.

M&S staff were key contributors to GreenerFuture Leicestershire, part of the £2.56m Innovate UK LKAN (Leicestershire Collaborate to Access Net Zero) demonstrator. The Business Advisory Service engaged more than 1,300 SMEs, provided direct support to 419 businesses and tailored consultancy to 61 organisations, with 30% of supported organisations progressing to action. It enabled an estimated 186 tonnes of CO₂e savings, delivered support valued at £540,237, and supported Carbon Literacy and Climate Leadership training. The project has also generated case studies and a replicable model for supporting SMEs' transition to net zero.

Research across the School addresses sustainable water consumption, digital sustainability and advertising, ESG and corporate governance, climate resilience, and nature-based solutions for flood management, including research highlighting inequalities in access to climate-resilience funding. Staff also translate research into practitioner engagement and knowledge exchange.

The School has developed innovative sustainability engagement through a VIVERSE Creator Grant and the University's Sustainability Council SEED (Sustainable Enterprise & Environmental Development) funding, using VR/AR to promote wildlife conservation and biodiversity through public engagement at Brookfield, the Students' Union and Space Park Leicester's BioBlitz.

Across UG, PGT, MBA and MRes provision, staff use dedicated lectures, authentic assessments, guest speakers and project-based learning to develop students' understanding of ethical and green marketing communications, sustainable business strategy, CSR, ESG, governance, resilience and responsible international business and marketing. Responsible AI and digital responsibility are also increasingly integrated into teaching and assessment guidance.

The School also contributes to social sustainability through peer mentoring and EDI-focused research and engagement, including work informing policy and practice concerning trans and non-binary people and workplace inclusion. Together, these activities connect responsible management education with research, innovation, organisational practice and societal and environmental impact.

Embedding Sustainability Across the School of Accounting & Finance - Reflections from Dr. Evangelos Litos, Sustainability Representative, and Dr. Widin Sha'ven, Research Group Lead

The School of Accounting & Finance has continued to strengthen its commitment to sustainability through a range of teaching, research, knowledge exchange, and community engagement activities. Sustainability principles have been embedded across several modules and programmes, ensuring that students develop an understanding of environmental, social, and governance (ESG) issues and their implications for businesses and society.

Through collaborations with local businesses, charities, and community organisations, staff have been involved in sustainability reporting, and consultancy-related projects aimed at supporting organisations in measuring and improving their sustainability performance. These initiatives have provided valuable real-world learning opportunities while contributing to the sustainable development goals of partner organisations.

Research activity within the School has continued to explore sustainability-related themes, including corporate sustainability, responsible business practices, social impact, and the role of organisations in addressing environmental and societal challenges. Staff have actively engaged with external stakeholders to promote knowledge exchange and encourage the adoption of sustainable business practices.

In addition, the School has supported student engagement with sustainability through project-based learning, and activities that encourage critical thinking about sustainable development and responsible leadership. These efforts reflect the School's ongoing commitment to preparing graduates who can contribute positively to a more sustainable and inclusive economy and society.

Collectively, these activities demonstrate the School's dedication to integrating sustainability into teaching, research, and external engagement, while supporting both institutional sustainability objectives and broader societal impact.



Values

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



Who Champions Responsible Management Education at Our Institution

- ❖ Sustainability Lead working with Senior management at College and University level supported by research groups and interdisciplinary efforts across Business School

Student Voices

The following narratives demonstrate how School of Business, University of Leicester has influenced students' academic journey and personal growth.

Humanising Sustainability Narratives - Sharimar Leman (Marketing PhD student)

On 31 October 2025, during a webinar, someone asked me how developing countries could encourage more women to lead sustainability movements like those in Kitakyushu. The question brought me back to my fieldwork there in April 2024 and made me think again about the people behind the city's environmental transformation.

Kitakyushu's recovery is often discussed through policy, technology and industrial change, but what struck me most was the role of ordinary residents, including mothers who spoke up because they did not want their children growing up under polluted skies. Their involvement showed that change does not always begin with people in formal positions of power. It can begin with concern, persistence and a willingness to speak out.

Through my PhD research on sustainability and place branding, I have learned to look beyond what cities say about sustainability and consider what people actually experience. I now pay more attention to whose voices are included, how responsibility is shared and whether official claims are reflected in everyday life.

The stories from Kitakyushu also made the subject feel more personal to me. I could understand why concern for a child's future might become the reason someone decides to act, even without a title, authority or public platform.

When I answered the webinar question, I said that participation can begin in small ways, through conversation, organising, sharing knowledge and continuing even when progress is slow. Through my PhD, I have come to see responsible management as more than policy, targets or reporting. It is also about listening, participation and accountability, and this now shapes both my research and the kind of work I hope to do after completing my PhD.



Immersive Wildlife Experience: Reconnecting People with Nature through Immersive Technology - Hang (Flora) Tran (Marketing PhD student)

In May 2026, ULSB hosted the Immersive Wildlife Experience, a two-day engagement initiative funded by the University's Sustainability Council's SEED Fund and led by [Dr Hang \(Flora\) Tran](#), Doctoral Researcher and Graduate Teaching Assistant in Marketing and Strategy. The project explored how immersive technology can turn sustainability from an abstract idea into something staff, students, and the wider community feel directly, guided by a simple principle: what you feel, you protect.

Across the Brookfield Campus Hub and the Percy Gee Student Union's Studio, more than 60 participants took part in three interconnected zones. Virtual reality headsets running Ocean Rift placed visitors among sea lions, manatees, dolphins, and sharks; augmented reality species cards introduced four endangered Vietnamese animals, including the Saola and Owston's Civet; and a biodiversity pledge wheel invited reflection and conversation. A collaboration with Let's Grow Leicester on the second day connected hands-on urban growing with virtual ocean exploration, tracing a line from campus green spaces to global biodiversity.



The initiative reflects PRME Principle 1 (Purpose) and Principle 5 (Partner), bringing students, staff, the UOL Wildlife Society, and community organisations together around responsible engagement with the natural world. Impact was immediate and measurable: participants rated the experience 4.86 out

of 5, and 15 of 16 respondents expressed interest in further involvement, with suggestions for embedding the format in marketing teaching, induction weeks, and external partnerships such as Twycross Zoo. A follow-up event is planned for the 2026/27 academic year.

SDG Links: SDG 4.7 (education for sustainable development), SDG 11.4 (cultural and natural heritage), SDG 14.8 (ocean knowledge and research), SDG 15.5 (biodiversity and natural habitats).



Values Voices

Building a More Inclusive ULSB: Embedding PRME Values through EDI. A Word from Our Director of EDI - Dr. Nora N. Musyoka

The University of Leicester School of Business (ULSB) continues to place Equity, Diversity and Inclusion (EDI) at the core of its values, culture and strategic ambitions. As a signatory to the United Nations Principles for Responsible Management Education (PRME), we recognise that responsible leadership and sustainable development depend on environments where people can participate fully, contribute meaningfully, and experience dignity, fairness, and belonging. EDI is therefore integral to how we teach, research, engage, govern and operate.

ULSB has continued to move from commitment towards shared action and evidence. The emphasis is not simply on celebrating diversity, but on building the structures, evidence, leadership pathways and feedback mechanisms needed to embed inclusion in everyday institutional life. This work supports ULSB's ambition to develop responsible leaders who understand that participatory decision-making, equitable opportunity and social sustainability are essential to responsible management practice.

In this report, we illustrate our commitment to the PRME principles of Values, Teach, Research, Partner, Practice, and Share. Each EDI activity and strategy area maps to specific Sustainable Development Goals (SDGs), ensuring all EDI actions are purposeful and measurable. Our efforts are most closely aligned with SDGs 4 (Quality Education), 5 (Gender Equality), 8 (Decent Work and Economic Growth), 10 (Reduced Inequalities), 16 (Peace, Justice and Strong Institutions), and 17 (Partnerships for the Goals), with additional initiatives supporting wellbeing as part of SDG 3 (Good Health and Well-being).

Governance, Representation and Evidence-Led Accountability

ULSB has continued to strengthen EDI governance across its Schools and Professional Services through EDI Leads, engagement with central University equality structures, and the dedicated Professional Services EDI group. These arrangements provide routes for local insight, reporting, shared learning and accountability, supporting the PRME principles of Values and Practice and contributing to SDG 16.

Representation in senior decision-making has also progressed, with women now occupying almost half of ULSB Leadership Team positions. The Shadow Leadership Team creates an additional route for colleagues to gain exposure to strategic discussion and develop leadership experience. Together, these structures support inclusive leadership pathways and contribute to SDG 5, SDG 8, SDG 10 and SDG 16.

This evidence-led approach is being extended through Athena Swan work. Building on Bronze recognition, ULSB has recruited an Internal Self-Assessment Team to support preparation for a Silver submission in 2028, using culture surveys, focus groups and action planning to identify barriers and inform measurable change.

Advancing Inclusive Education

Inclusive education remains central to ULSB's contribution to SDG 4. Working with the Dean of Education and school education teams, ULSB has completed the first phase of Universal Design for Learning (UDL) implementation. UDL supports teaching, learning and assessment that consider accessibility, flexibility and learner diversity from the outset. This marks an implementation milestone and provides a basis for the next phase of curriculum enhancement.

Personal tutoring continues to support students, while the appointment of Disability Leads provides targeted and specialised support for students who may need it. This ensures equity of learning and parity of opportunity for all students within ULSB.

Delivery of the 100 hours Work-Related Learning (WRL) initiative is being led through the university Student Skills and Employability Sub-Committee (SSESC), reporting directly to Education Committee. Approved principles include a minimum of 100 hours of WRL for every undergraduate student, School ownership within the curriculum, clearly identifiable WRL credit hours, module learning outcomes linked to WRL for quality validation, and alignment with the Transferable Skills Framework.

The initiative strengthens the PRME Teach principle by embedding responsible management, inclusive employability and transferable skills within the curriculum. It creates opportunities for students to apply EDI principles to organisational challenges through learning outcomes and assessments focused on stakeholder inclusion, ethical decision-making, accessibility, responsible enterprise and social value.

ULSB will continue to develop EDI-related training and workshops for staff and students, including sessions on freedom of speech, legal developments and inclusive practice. Alongside UDL and WRL, this supports PRME Teach by connecting inclusive education with responsible leadership, ethical decision-making and social impact.

Research for Inclusive Impact

Research remains central to our EDI ambitions. For example, the Women in Economics, Finance and Accounting Network (WEFA) has secured iREACCH funding for projects on gender inequality in economics research and teaching, and on disability disclosure and provision for postgraduate researchers and academic staff. These projects support SDG 5, SDG 8 and SDG 10 by generating evidence on representation, progression, workload, disclosure, wellbeing and retention.

To strengthen the PRME Research principle, ULSB will report emerging findings, outputs and influence as evidence becomes available. Planned outputs may include internal briefings, recommendations for policy and practice, conference papers, journal articles and accessible public summaries that inform Athena Swan action planning, PGR support, staff development and institutional decision-making.



Belonging, Voice and Responsive Institutional Culture

ULSB continues to create avenues that embed belonging, participation and staff and student voice. Initiatives such as Black Excellence, SAATH and the PhD Moms symposium support representation, culturally responsive support, progression, wellbeing and inclusion across different student and staff communities, contributing to SDG 3, SDG 4, SDG 5 and SDG 10.

The EDI Inclusivity Calendar, secure suggestion box, planned “You Said, We Did” forum and regular EDI Town Halls provide visible routes for recognition, feedback and dialogue. These mechanisms are intended to strengthen trust, transparency and belonging by showing how staff and student voice informs priorities and follow-up action.

Partnerships, Sharing and Public Engagement

Partnership is central to ULSB’s approach. Activities have involved the University’s central EDI team, i-REACCH, Black Student Experience Programme, Black Talent Rising, MEDRace, LawRISE, other Schools and Colleges, business partners and regional organisations. These connections strengthen the PRME Partner principle by linking institutional learning with wider communities of practice and contribute to SDG 17.

EDI-themed events, including EDI Day, the ULSB EDI Conference, International Women’s Day activity with HSBC and community-facing employability and enterprise activities, provide platforms for discussion and shared learning. The next phase will strengthen PRME Share by making learning more visible through PRME updates, conference presentations, blogs, briefings, webinars, partner events and public engagement.

Looking Ahead: From Activity to Demonstrable Change

The next phase of ULSB’s EDI work will concentrate on converting established structures and active programmes into demonstrable change. Reporting will distinguish between activity delivered, participation achieved, institutional change made and outcomes experienced, using culture data, documented feedback loops, governance reporting, leadership representation, implementation milestones and research findings to understand progress.

Ultimately, our ambition is to create a ULSB within which fairness, dignity, opportunity and belonging are experienced in everyday institutional life. By embedding EDI within leadership, teaching, research, partnerships and operations, ULSB continues to strengthen responsible management education and prepare Citizens of Change who understand that sustainable organisations must also be inclusive organisations.



Teach

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



Courses that support RME

School of Business, University of Leicester reports 11 courses in 2025 that support responsible management education and sustainable development goals.

Responsible International Business and Strategic Risk Management | MK7056

This module examines how organisations can act responsibly, sustainably, and profitably while managing the strategic risks that define the operating environment. It challenges students to rethink conventional business logics and equips them with the conceptual frameworks and practical tools to make and anticipate ethical, sustainable, and strategic decisions in a dynamic and uncertain global context. Students are challenged to think not only what businesses should do, but what they can do to shape a more equitable, sustainable, and resilient world. The module also creates a collaborative learning space where diverse histories, cultures, politics, and experiences can be shared to deepen students understanding, empathy, and respect for multiple perspectives.



Sustainability Enterprise Partnership Project | NT3100

This module aims to provide students with practical experience of applying sustainability knowledge and auditing skills to real-world organisational challenges. Working with partner organisations and real-world data, students will examine the environmental and social impacts of organisational activities across areas such as carbon and energy, waste, procurement, travel, biodiversity and community.

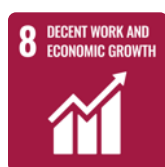
The module develops students' ability to analyse sustainability performance, apply problem-solving and decision-making skills, and make appropriate recommendations for organisational improvement. It also encourages students to reflect on their own carbon footprint, consider how this can inform future behaviour, and evaluate their contribution to group-based project work and their own areas for development.



Business Ethics | MN3109

From cutthroat Wall Street traders to corruption, sweatshops to environmental damage, false claims to pyramid schemes; there are endless stories about shady business practices. However, at the same time, many companies and organisations manage to reconcile a strong ethical stance with the realities of a market economy. This module gives you an insight into the ethics of, and behind, business.

You will study a variety of concepts and theories on ethics, and examine how a certain concept of ethics can be aligned or may be difficult to align with the idea of business in a market economy. In this respect, the module pays close attention to the so-called 'business case argument' for business ethics: how ethics can or cannot be reconciled with economic and business ideas (like competitive advantage; profitability; etc.). In the seminars, we will discuss case studies of how companies are involved in business ethics.



Corporate Social Responsibility: Theory and Practice | MN2116

The purpose of this module is to examine how organisations are responding to the environmental and social challenges operating in today's economy. In exploring the theory of corporate social responsibility (CSR), we will consider what (if anything) organisations should be held responsible for and how. CSR is contested by some who see it as a distraction from the main goal of business – which is arguably to make profit. Conversely, others see CSR as an integral part of business practice and a necessity for sustaining operations. Finally, other critics argue that CSR is merely a 'smokescreen' for business as usual and potentially a dangerous distraction from addressing business' role in bringing about some of the grand challenges society faces today, such as climate change. We shall examine the ideas that underpin all sides of this debate.

The module explores how corporate social responsibility has been placed on the contemporary management agenda by reviewing some of the political, cultural and historical phenomena underpinning its practical adoption.

Students will be introduced to various manifestations of CSR in practice and will be asked to critically reflect on the potential alignment of business, society and the environment within these practical accounts.

Throughout the module, corporate social responsibility is explored, not as a standalone managerial practice, but rather as a practice integral to other managerial disciplines including, but by no means limited to; marketing, strategy, HRM, accountancy and finance.

Finally, students will be asked to critically consider corporate social responsibility by discussing its strengths and weaknesses and its relevance today.

The assessment this year asked students to examine how Human Resources Management (HRM) may be key to supporting CSR initiatives and developing sustainable organizational capabilities. They were asked to discuss aspects of interconnectivity among economic goals, societal goals, and environmental goals, exploring the challenges and opportunities inherent to each of the three approaches: adoption of the UN Sustainable Development Goals, the Triple Bottom Line framework, and the ESG model.



Sustainable Business Design | MN3014

In this module, students will explore how organisations can design, evaluate and develop strategies for sustainable development in response to contemporary environmental, social and economic challenges. Using a live practical example, students will examine the strategic decisions underpinning sustainable development, assess existing sustainability approaches and consider potential future directions in alignment with the United Nations Sustainable Development Goals (SDGs).

Students will also gather and integrate relevant market intelligence, identify key drivers and barriers that may facilitate or constrain sustainable development, and use this evidence to develop an original sustainability-focused innovation. These insights will be brought together in an impact report that evaluates current practice and proposes opportunities for future sustainable development.

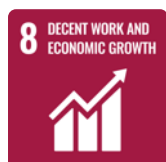


Environmental & Resource Economics | EC2053

This module examines the interdependence between the economy and the environment. The concept of market failure and its relevance in environmental economics is discussed, along with alternative approaches to addressing such failures.

Methods for valuing the environment are introduced, together with the application of cost–benefit analysis for evaluating environmental policies and informing project selection. The role of risk and uncertainty in environmental economics is also examined.

Behavioural economics insights are considered in relation to the design of policies aimed at encouraging environmentally friendly behaviour. The economic principles underlying the use of natural resources are explored, as well as their application to climate change and potential policy responses.



Responsible Marketing | MK3171

Marketers make decisions that affect people and communities. This module asks you to examine those decisions through ethical and legal lenses, and to consider their societal consequences. You will study responsible marketing practice, covering advertising standards, data protection, and intellectual property law. You will analyse how digital technologies, including artificial intelligence, create new responsibilities around consumer trust and data privacy. The teaching on this module equips you to apply these frameworks to real marketing contexts.

Lectures range across compliance, creativity, pro-environmental behaviour, value chain accountability, and digital exclusion. Each topic connects to a working question: when commercial pressures collide with ethical commitments, how do marketers respond?

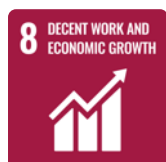
The module also moves beyond domestic marketing practice. You will examine responsible innovation and sustainable development to understand how marketing decisions carry consequences across global economic systems. These are not abstract discussions. You will work with cases and examples grounded in current industry practice. You will leave this module able to evaluate marketing decisions against legal and ethical standards, and to recognise the real-world consequences of the choices marketers make.



Economics and Social Responsibility in Business | MN1014

In this module, students will be introduced to key principles and theories in economics, including different schools of economic thought. Students will examine the relationship between economics and its wider social, cultural, political and international context, and consider how economic theory can be used to interrogate important social questions, including sustainability.

The module will also explore different ways of organising economic and social activity, including markets, states and commons, and assess their merits as sustainable modes of organisation. Students will consider the role of business within the economy and society and develop an understanding of how economic ideas can inform debates around social responsibility and sustainability.



Ecology and Sustainability: Contemporary Issues | MN3131

In this module, students will explore contemporary issues and key debates in environmental ecology and sustainability. Students will examine theoretical perspectives and practices from fields including environmental science, ecological ethics and political ecology, and consider their relevance for the development of sustainable organisations.

The module will also address current and future environmental challenges faced by organisations at both global and local levels, including climate change, conservation and renewable energy. Students will apply conceptual knowledge to real-world examples and develop their ability to critically and systematically analyse organisational and wider ecological issues.



Law and Ethics for Accounting and Finance | AF1022

The aim of this module is to develop knowledge and skills of business law and ethics for accountants in the UK. This understanding is achieved through the study of general legal framework and specific legal areas relevant to the profession. In addition, the aim of the module is to enable you to develop transferable employability skills including written communication, problem solving, decision making, commercial awareness and time management skills.

Topics the module will cover will include contract law, tort, employment law, ethics and professional standards and consumer law. The module also looks at the structure and financing of enterprises, insolvency and criminal behaviour.



Equity, Diversity and Inclusion (EDI) in Organisation | MN2133

This module aims to develop students' understanding of contemporary issues and key debates around equality, diversity and inclusion in organisations. It explores the concepts of equality and diversity from sociological, psychological, historical and legal perspectives, and considers how these perspectives shape organisational understanding and practice.

The module also aims to build students' awareness of relevant legal requirements and their implications in practice. Students will engage with key debates and theories relating to the management of diversity and assess their relevance to organisations.



Teaching Awards

In 2025, 2 awards were given to faculty and educators at School of Business, University of Leicester.

Public Sector Lecturer of the Year 2026

Granter: PQ Magazine - Accounting Magazine

Grantee: Catriona Hyde

Award Description:

Associate Professor in Accounting and Finance, Catriona Hyde, has been named PQ Magazine's Public Sector Lecturer of the Year 2026, an award recognising excellence in accounting education and celebrating lecturers who demonstrate innovative, engaging, and professionally relevant teaching practice.

She was recognised for transforming audit and assurance into an accessible and engaging subject through clear explanations, storytelling, and real-world application. Her inclusive teaching approach, commitment to knowing students individually, and strong academic support were highlighted as key factors in building student confidence and fostering a strong sense of belonging.

The award also acknowledges her innovative teaching practice, including interactive ethics-based

activities and sustainability-focused learning, which help students engage with complex professional issues in applied and meaningful ways. Judges further noted the value of her authentic assessment design, such as analysing real companies to produce professional audit risk memoranda aligned with current auditing standards, supporting strong preparation for professional practice.

National Teaching Fellowship 2026

Granter: Advance HE

Grantee: Prof. Xue Zhou

Award Description:

In 2026, Professor Xue Zhou from the University of Leicester School of Business was awarded a prestigious National Teaching Fellowship in recognition of her outstanding contribution to higher education. Her work has pioneered the responsible integration of artificial intelligence in teaching and learning, advancing AI literacy among students and staff and embedding AI into curriculum design and assessment in ways that are ethical, evidence-informed and focused on enhancing human learning. As Professor in AI in Business Education and the UK's first Dean of AI in a business school, her work demonstrates the School's commitment to educational innovation that equips students and educators to engage responsibly with emerging technologies.

Educator Recognition

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

- ❖ Pedagogical innovation grants
- ❖ Student-nominated teaching awards

Teaching Voices

The following statements demonstrate ways in which educators at School of Business, University of Leicester support sustainability and responsible management in their classrooms.

Playing with Purpose: A Game-Based Approach to Teaching Business Metrics - Dr. Ruth Smith

Metrics Masters® is a card game for teaching business metrics based on Top Trumps®. The data used in the cards was taken from London Financial Times Stock Exchange (FTSE) companies, the names of the companies was changed and a relevant eye-catching image was added to each card. The metrics on the cards include:

- Revenue
- Number of employees
- Profit margin
- Return on capital employed (ROCE)
- Liquidity
- Gearing
- Earnings per share
- Environmental, social and governance (ESG)

Students play the game in pairs or small groups taking turns to select a metric that they think will be better than the metric on their opponent's card. The winning pair then puts their card and the card from their opponents to the back of the pack. The aim of the game is to 'win' the most cards.

We realised that many students had missed out on social interactions with peers during Covid and the playing in pairs means they are developing social skills in a low stakes environment. The discussion regarding the pairs choice of metric is an important aspect of the game as it helps students to highlight if a 'metric' is a good one and will allow the pair to win their opponents card.

Many students have not previously encountered or understood the broader business issues such as Environmental, Social and Governance (ESG) which can have a significant impact on businesses from both a financial and non-financial standpoint. Students have commented that they it has made them think about ESG for the first time and they have been able to relate to real life companies. On the cards there is also a description of the type industry the company operate in, when the ESG figure has been particularly high or low students have formed additional connections to discuss and try to rationalise the ESG figure.

This approach to teaching financial and non-financial business metrics formed the basis of the recent publication *Playing with Purpose: A Game-Based Approach to Teaching Business Metrics* published in the Journal of Management Education and available at: <https://www.sciencedirect.com/science/article/pii/S1472811725001806>

Power at Work: Using Serious Play to Develop Responsible Future Leaders - Dr. Matthew Allen

The final-year *Power at Work* module prepares students to recognise and navigate the complex power dynamics that shape organisations, workplaces and wider society. Rather than presenting responsible management as a checklist of ethical principles, the module encourages students to critically examine how power influences decision-making, organisational politics, leadership, inequality, knowledge, technology and institutional change.

A distinctive feature of the module is its use, during small group seminars, of bespoke tabletop “serious play” activities that transform familiar game mechanics into learning experiences centred on responsible management.

Rather than relying solely on lectures and discussion, seminars use original games inspired by well-known formats such as Bingo and Battleships, redesigned around workplace power dynamics. For example, students identify and justify examples of organisational politics, influence and power using a Power Bingo game, while a Battleships-style activity requires teams to diagnose hidden sources of power within realistic workplace scenarios by applying concepts from the module. Other games challenge students to negotiate competing stakeholder interests, recognise structural inequalities and collaboratively solve complex organisational dilemmas.

These activities are intentionally collaborative rather than competitive, encouraging discussion, critical reflection and evidence-based reasoning. By embedding theory within familiar game mechanics, students actively practise recognising, analysing and responding to power relations before encountering similar challenges in professional settings. The games also create an inclusive learning environment in which students can explore sensitive topics such as gender, race, privilege, organisational politics and employee voice through structured, psychologically safe interaction.

This approach supports the development of reflective, socially responsible graduates who understand that achieving sustainable and ethical organisational change requires not only good intentions but also an appreciation of how power enables, constrains and shapes management practice.

The module contributes particularly to SDG 4 (Quality Education) through innovative, active learning; SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities) through critical exploration of power and structural inequality; SDG 8 (Decent Work and Economic Growth) through workplace-focused learning; and SDG 16 (Peace, Justice and Strong Institutions) through analysis of governance, accountability and organisational decision-making.

Integrating the UN Global Compact and SDGs into Business Ethics - Dr. Sigmund Wagner-Tsukamoto

The undergraduate Business Ethics module (MN3109) introduces students to responsible management by embedding the United Nations Global Compact (UNGC), the Sustainable Development Goals (SDGs) and the Principles for Responsible Management Education (PRME) throughout its teaching. Rather than treating these frameworks as separate topics, the module encourages students to critically examine how ethical theories and business practices connect to wider questions of sustainability, justice and social responsibility.

A distinctive feature of the module is the systematic mapping of the SDGs across its twenty lectures, illustrating how responsible management principles are explored through different approaches to business ethics. The module is structured around four perspectives: classical business ethics, economic business ethics, religious business ethics and pragmatic business ethics. Each section concludes with an integrative lecture that considers the implications of the ideas explored for the principles of the UN Global Compact, enabling students to connect ethical theory with contemporary challenges facing organisations and society.

While a broad range of the seventeen SDGs is addressed, seven goals are particularly prominent throughout the module: SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities), SDG 12 (Responsible Consumption and Production), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnerships for the Goals). SDG 16 provides a connecting theme across all lectures, as students critically explore questions of justice, fairness, accountability and responsibility through different ethical perspectives on business.

By integrating the SDGs and the UN Global Compact into the study of business ethics, the module supports the development of reflective graduates who can evaluate organisational decisions through ethical, social and sustainability lenses.

Lectures \ UN SDG goals	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1 Introduction																	
2 Virtue ethics & business																	
3 Duty ethics & business																	
4 Utilitarianism & business																	
5 UNGC & classical business ethics																	
6 Economic business ethics																	
7 Prisoners dilemma																	
8 Friedman & business ethics																	
9 Adam Smith & business ethics																	
10 UNGC & economic business ethics																	
11 Confucian business ethics																	
12 Hinduism and business ethics																	
13 Islamic business ethics																	
14 Christian business ethics																	
15 UNGC & religious business ethics																	
16 Stakeholder ethics																	
17 CSR																	
18 Sustainability management																	
19 UNGC & practical business ethics																	
20 Module review																	

Developing Future-Ready Finance Graduates through Climate Finance - Dr. Nadia Bousmina

From 2026/2027, the School of Accounting and Finance will offer a 15-credit optional module in Climate Finance, designed to equip students with the skills and judgement needed in a rapidly evolving financial landscape. Responding to growing demand for sustainable finance expertise, the module connects capital markets, corporate reporting, risk management, regulation, and investment decision-making with real climate challenges. It is aligned with QAA benchmarks and professional standards, and reflects the rising importance of climate, green, and sustainable finance alongside ESG, data, fintech, and AI-driven analysis.

Students will examine how finance and accounting support mitigation, adaptation, reporting, and accountability, and will analyse the roles of governments, regulators, investors, and institutions in mobilising capital. Through applied learning, they will evaluate instruments such as green bonds, green sukuk, blended finance, and sustainable investment products, and assess climate-related risks, disclosures, and transition strategies.

Assessment is authentic and employability-focused. Students first develop a professional presentation or pitch grounded in foundational concepts, then produce an in-depth written advisory report addressing complex risk, data, and ethical challenges. Working with real cases, scenarios, and data, they build critical thinking, evidence-based reasoning, and professional communication.

The module also strengthens digital and data literacy, encouraging students to interpret disclosures, interrogate ESG information, and recognise limitations and uncertainty. It fosters adaptability, collaboration, and ethical awareness, so that graduates can navigate ambiguity and make informed, responsible financial decisions.

Graduates will be well prepared for careers in finance, accounting, investment, consulting, and sustainability, with the confidence to evaluate what works, for whom, and why in the transition to a low-carbon economy.

Sustainability Accounting and Reporting for Responsible Business Practice - Dr. Widin Sha'ven

Launching in the 2027/28 academic year, the Sustainability Accounting and Reporting module represents the University of Leicester School of Business's commitment to responsible management education and preparing students for the sustainability challenges facing modern organisations.

The module was developed in recognition of the growing importance of sustainability, climate change, stakeholder accountability, and non-financial reporting in contemporary business practice. The module aims to equip students with the knowledge and practical skills required to understand, prepare, and critically evaluate sustainability reports. Students examine key areas including the United Nations Sustainable Development Goals (SDGs), Global Reporting Initiative (GRI) Standards, greenhouse gas accounting, biodiversity reporting, and environmental reporting regulations. Through these topics, students develop an appreciation of how accounting can contribute to addressing global challenges such as climate change and sustainable development.

A distinctive feature of the module is its strong emphasis on experiential learning. Students work in groups to engage with organisations and apply sustainability reporting frameworks to real-world situations. Through workshops, case studies, presentations, and problem-solving activities, they gain

practical experience in collecting sustainability data, assessing environmental performance, preparing sustainability reports, and making recommendations for improvement. This approach encourages students to bridge the gap between theory and practice while developing a deeper understanding of responsible business conduct.

The module also supports the development of key transferable skills associated with responsible leadership, including critical thinking, communication, stakeholder engagement, teamwork, negotiation, and ethical decision-making. By encouraging students to evaluate sustainability performance from the perspective of multiple stakeholders, the module fosters a broader understanding of organisational accountability and long-term value creation.

Ultimately, the module seeks to develop graduates who can integrate sustainability considerations into business decision-making and who can contribute positively to creating more transparent, accountable, and sustainable organisations in the future.

Barriers to Innovative Curriculum

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

- ❖ Budgetary limitations
- ❖ Accreditation constraints

Barriers to Innovative Pedagogy

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

- ❖ Accreditation limitations
- ❖ Budget constraints



Research

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

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, School of Business, University of Leicester was awarded funding for research that is:



National



International

Socializing Research

In 2025, School of Business, University of Leicester contributed research findings to:

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

Research Projects

In 2025, School of Business, University of Leicester reported 4 research projects that implemented responsible or sustainable activities.

Government Revenue and Development Estimations (GRADE) - Prof. Stephen Hall

Period Covering: August, 2025 - September, 2026

Department: Economics

The GRADE project's impact lies in transforming complex fiscal data into actionable insights that empower global and local advocates. By connecting public finance to human rights in a clear, quantifiable way, it strengthens efforts to achieve equitable, sustainable social policy—especially for children. GRADE's work helps governments, NGOs, and international bodies understand how revenue decisions directly shape human rights outcomes.

GRADE conducts research to inform and amplify advocacy, ensuring that debates about public finance are grounded in realistic, rights-based evidence. The projects' econometric model links government revenue—including taxation, debt, and international financial flows—to fundamental rights such as health, education, and child welfare.

Focusing on fiscal justice, GRADE analyses how illicit financial flows (IFFs) drain resources from low-income countries, especially in Africa, limiting governments' ability to fulfil children's rights. Its work on debt justice highlights how debt servicing crowds out essential social spending, shaping global policy discussions on sustainable financing.

In its work on Special Drawing Rights (SDRs), the project evaluates how SDR allocations can be used to advance human rights-centred economic recovery, particularly after global shocks. By providing evidence on SDR distribution and use, GRADE supports advocacy for fairer international monetary policies.

With regard to country-level human rights reporting, GRADE contributes to country reports assessing how national fiscal choices affect compliance with the UN Convention on the Rights of the Child (UNCRC). These reports equip civil society groups with data to hold governments accountable.

For advocates, the GRADE platform offers realistic estimations of how changes in government revenue impact rights outcomes, enabling evidence-based campaigning. Advocates can use these tools to design stronger arguments for policy reform and resource mobilisation. Details of reports by NGO's using GRADE analysis may be found at <https://gradetool.org/>

Users include: The Umbeki Report, UNCTAD, The United Nations, Debt Justice, ACET, The UNSG expert Review, G20 report, the Tax ED Alliance, the Tax Justice Network, UN convention on the rights of the child and country reports on Ghana, Kenya, Nepal, Senegal, Uganda and Zambia.



Improving the Quantification and Mitigation of Cybersecurity Risk - Dr. Jacob Seifert

Period Covering: August, 2018 - September, 2026

Department: Economics

Cybercrime generates an estimated £7.9–13.4 trillion in global harms annually, yet organisational cybersecurity choices are often treated as technical rather than economic problems. Dr Jacob Seifert's [research](#) shows that cybersecurity outcomes depend on market incentives: firms' cybersecurity decisions interact systematically with their data-sharing choices and wider competitive pressures. Crucially, this means that cybersecurity policies designed in isolation can inadvertently increase vulnerability. These insights are informing risk-management advice across critical sectors by embedding organisational behaviour and incentives into security decision-making, for example in procurement and supplier selection processes. A second strand of the research examines cyber-risk quantification, emphasising the importance of market context and the potential for market-based mechanisms to improve how cyber risks are assessed. This work has underpinned parliamentary engagement on cyber resilience, for example through written evidence to [select committees](#) and a [public bill committee](#).



Labour Standards Compliance on a Level Playing Field in the UK Fashion Industry - Prof. Nikolaus Hammer

Period Covering: September, 2015 - September, 2026

Department: Management

While the UK has relatively high work and employment standards, serious questions have arisen over the last 10-15 years with regard to their enforcement, particularly in consumer goods supply chains such as fashion. Professor Nikolaus Hammer has led research on [working conditions in UK fashion supply chains](#), pointing to a range of non-compliances from minimum wage violations to exploitative working practices. This research has informed key debates and reports in Parliament, e.g. the [Joint Committee on Human Rights](#) or the House of Commons' [Fixing Fashion](#) report.

More recently, this research has evolved to put a stronger focus on fashion brands' purchasing practices, resulting in [Who Pays?](#), a report with the University of Nottingham and Transform Trade which details the undue risk manufacturers bear, from investment that does not result in orders, being forced to produce below cost, to the absence of effective dispute resolution. The recommendation to

legislate for a [fashion watchdog](#) (supply chain adjudicator) aims to tackle, both, the power imbalances between brands and manufacturers as well as non-compliances with work and employment standards that result from such purchasing practices.

A further piece of work analysed potential spaces of agency for local authorities (given their limited remit) to develop pro-active initiatives to support labour market enforcement, through [local fair work partnerships](#).



Promoting Health Systems Disaster Resilience Using RHCC (Reproductive Health Kits, Capacity Building, Community Awareness) Intervention to Reduce Maternal Mortality and Morbidity - Prof. Nibedita Ray Bennett

Period Covering: January, 2015 - September, 2026

Department: Marketing

Globally, unsafe abortion and post-abortion complications (PAC) remain a major cause of maternal morbidity and mortality, accounting for nearly 13% of all maternal deaths, with 99% occurring in Low- and Middle-Income Countries (LMICs). In disaster settings and hard-to-reach (H-to-R) locations, maternal mortality is almost double the global average due to disrupted health systems, shortages of supplies and trained personnel, and heightened risks faced by women and girls of reproductive age (15–49 years).

Since 2015, Professor Nibedita Ray-Bennett has led world-leading implementation research to address this critical gap through the RHCC (Reproductive Health Kits, Capacity building, Community awareness) intervention—the first initiative designed to improve the availability and quality of PAC-related emergency care during disasters. The demand-led RHCC intervention was first deployed during the 2017 flood in Belkuchi, Bangladesh, across five primary health care (PHC) facilities. Using the Inter-Agency RH Kit 8 managed by UNFPA, the intervention improved PAC service quality, strengthened the capacity of more than 26% of healthcare providers across six primary healthcare (PHC) facilities, and prevented PAC-related deaths among 30 women (About 30% of the estimated affected population) during the disaster.

Building on these results and responding to governmental demand for scalable and locally producible solutions, the research developed two globally novel innovations: Facility and Mobile RH Kits. These Kits contain essential drugs, equipment, consumables and informational and instructional guidelines

tailored to disaster-prone and H-to-R settings. The Kits support menstrual regulation (MR), PAC and post-abortion family planning (PAFP), providing a practical alternative where international kits, including IARH Kit 8, are unavailable.



Using population modelling across 21 climate-vulnerable districts of Bangladesh and primary data collected between 2023 and 2025, the research estimated demand for 193 PAC cases in 2023 and 195 in 2024. These projections informed the design of scalable Facility Kits (Small, Medium and Large) and a portable Mobile Kit. The innovations demonstrate substantially improved value for money compared with IARH Kit 8.

The updated RHCC intervention, incorporating the new Kits, is currently being piloted across six H-to-R PHCs in Kulaura Upazila in preparation for the 2027 monsoon season. Serving an estimated female population of 100,000, the intervention includes training all 13 clinical staff and approximately 30 non-clinical health professionals, alongside pre-positioning one Large Facility RH Kit and five Mobile RH Kits. The research is evaluating the effectiveness, feasibility, acceptability and sustainability of the Kits in supporting safe and timely PAC services during floods.

Findings will inform integration into Bangladesh's Essential Service Package. Further translational work through the Avoidable Deaths Lab, a not-for-profit social venture, is supporting commercialisation and scale-up. With MRC-IAA funding, opportunities to trial the Kits in India, Nepal and Sri Lanka are being explored.



Overall, RHCC has transformed professional practice, improved access to life-saving MR and PAC services during disasters and strengthened preparedness within PHCs in Belkuchi Upazila. Its reach will span multiple disasters, hard-to-reach upazilas/geographies, and institutional levels, with clear pathways for further expansion as the impact phase continues.



Research Awards

In 2025, School of Business, University of Leicester was awarded 1 research award for responsibility- and/or sustainability-related research.

The 2026 British Psychological Society (BPS) Popular Science Award

Granter: British Psychological Society

Grantee: Martin Hyde

Award Description:

In 2026, Professor Martin Hyde from the University of Leicester School of Business, together with co-authors Lucy Standing and Maggi Evans, received the British Psychological Society's Popular Science Award for *Age Against the Machine*. The book addresses the challenges facing older workers,

including workplace stereotypes and barriers to extending working lives, while proposing practical ways to support more purposeful and fulfilling later-life employment. The award recognises the societal relevance and accessibility of research that contributes to debates around ageing, inclusion and the future of work.

Publications Related to RME and/or Sustainability

Nature-Based Solutions and Social Equity: Rethinking Flood Resilience Funding - Prof. Lee Boshier

| [DOI](#)

Authors: Bartholomew Hill | Tim Marjoribanks | Harriet Moore | Lee Boshier | Mark Gussy

Date of publication: October, 2025

Department: Management

This new study co-authored by ULSB's Prof Lee Boshier, along with four other academics at the Universities of Lincoln and Loughborough, reveals that competitive funding schemes designed to support nature-based solutions (NbS) for flood management may be unintentionally deepening inequalities—with deprived communities at greater flood risk missing out on crucial protection. Using natural processes, NbS reduces flood risk by slowing water flow by increasing water storage. From the restoration of wetlands, to planting trees and reconnecting rivers to their natural floodplains, these methods are increasingly promoted worldwide as sustainable cost-effective and climate-friendly ways to reduce flood risk while boosting biodiversity.

The research, recently published in the journal 'Nature: Communications Earth & Environment', found that when such projects are funded through competitive tenders, wealthier communities are more likely to benefit. The team analysed two UK Government programs which allocated more than £40 million to flood management projects between 2017 and 2023. The study discovered that successful funding was favoured in wealthier areas, with applications and awarded projects disproportionately located in more affluent communities, leaving deprived areas underrepresented—despite often facing higher flood vulnerability.

Furthermore, at funding application stages the observed barriers were that areas with fewer community resources and technical expertise were less likely to apply successfully for funding. The research has also identified a climate resilience gap; while NbS aim to deliver synergistic benefits such as improved well-being and greener local spaces, the current system risks reinforcing existing inequalities instead of reducing them.



SMEs and Climate Action: The Central Role of Business Support in Building a Sustainable Entrepreneurial Ecosystem - Dr. Cristina Fona & Prof. Paul Baines

[DOI](#)

Authors: Alina Khakimova | Cristina Fona | Paul Baines

Date of publication: June, 2026

Presented at: National or international academy of management

Department: Management | Marketing

Small and medium-sized enterprises (SMEs) are critical to achieving net-zero targets but remain under-engaged in sustainability support programmes. Barriers such as information overload, misaligned offers, and low trust in formal providers limit uptake, while informal, peer-based exchanges are often overlooked. Drawing on a comprehensive set of 47 interviews and two focus groups with UK SMEs and support actors, this study examined how SMEs navigate sustainability-oriented (government-funded) business support. Integrating Social Exchange Theory (SET) with the notion of Sustainable Entrepreneurial Ecosystems (SEE), we showed that engagement is shaped by trust, reciprocity, perceived benefits, and power dynamics across ecosystem actors, rather than simply by the availability of resources. Consequently, we proposed an exchange-based ecosystem model to explain how knowledge flows within multi-actor sustainability ecosystems, contributing to the SME business support literature by: (1) unpacking the micro-processes inherent in relational engagement; (2) integrating SET and SEE to offer a multi-level lens on SME engagement; and (3) reframing support as a relational exchange problem rather than simply an offer problem. Policy implications include investing in trusted intermediaries, designing flexible and context-sensitive support, and leveraging informal networks to enhance SME sustainability uptake.



'It's So Hard to Control It': Navigating Responsible Digital Consumption in an Age of Individualisation - Dr. Quynh Hoang & Dr. Alex Lascaux

[DOI](#)

Authors: Quynh Hoang | Alexander Lascaux

Date of publication: November, 2025

Department: Marketing

This research critically examines the phenomenon of digital overuse among adult consumers, shifting the focus from individual behavioural failure to broader sociotechnical constraints. Based on 32 qualitative in-depth interviews, the study explores how the normative ideal of 'responsible' and moderated digital consumption is increasingly difficult to achieve in an individualised, hyper-connected society.

While users often internalise the responsibility to govern their screen time and digital habits, they face competing, systemic demands that enforce constant connectivity. Specifically, the findings reveal that individual agency is continually undermined by intense social pressure to maintain digitally mediated relationships, an ongoing compulsion to instrumentalise platforms for self-improvement and relentless productivity, and a profound need to seek social support within digital communities to counteract the isolation of late-modern life.

For responsible management education and ethical business practice, this research highlights a critical tension: society cannot expect individuals to effectively self-regulate within digital environments whose structural conditions increasingly demand continuous engagement. By demonstrating how the burden of responsible consumption unfairly rests on the individual, this study calls for a move beyond individual responsabilisation toward structural reforms, collective responsibility, and the development of ethical digital ecosystems that genuinely support user well-being rather than exploiting their attention.



The Psychological Distance of Modern Slavery Risk - Dr. Jamie Wardman | [DOI](#)

Authors: Selim Cakir | Jamie Wardman | Alexander Trautrimis

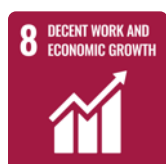
Date of publication: November, 2025

Presented at: National or international academy of management

Department: Management | Risk Management

Modern slavery has become recognized as one of the world's great human rights challenges due to the high prevalence of coercive labour exploitation associated with the production and consumption of many goods and services across the globe. Yet, while its practice is commonly considered to be "unseen" and far removed from many people's everyday lives and working experiences, the micro-level bases of individual perceptions and actions taken in response to this "distal" threat remain poorly understood.

In our study, we tested a model linking the “psychological distance of modern slavery risk” to individual concerns, ethical organizational climate, and intentions to engage in mitigating behaviours in the workplace. Results from a survey of 511 working adults from UK businesses show that “closer” psychological distance to modern slavery is associated with higher levels of concern and greater intention to act in response to this risk. This means that people are more likely to see modern slavery as a problem and do something about it if victims are perceived as immediately and clearly affected, thought of as being like them, and reside nearby. Conversely, if someone considers there to be uncertainty about the instance of modern slavery, that it might only be a future possibility, and that those affected are unlike them and reside far away, they are less likely to see it as a problem and to do something about it. We also find that ethical climate, that is the strength of shared moral values and practices held within an organisation, can act to shape whether people feel positively disposed towards acting on their concerns about modern slavery. Our study findings therefore highlight the potential for micro-level interventions, such as organisational communication and training, as well as the affirming of ethical values by managers, to help promote antislavery action in the workplace.



Still Struggling to Reach the Top? Women Officeholders and Gendered Career Pathways in the European Commission - Prof. Sara Connolly

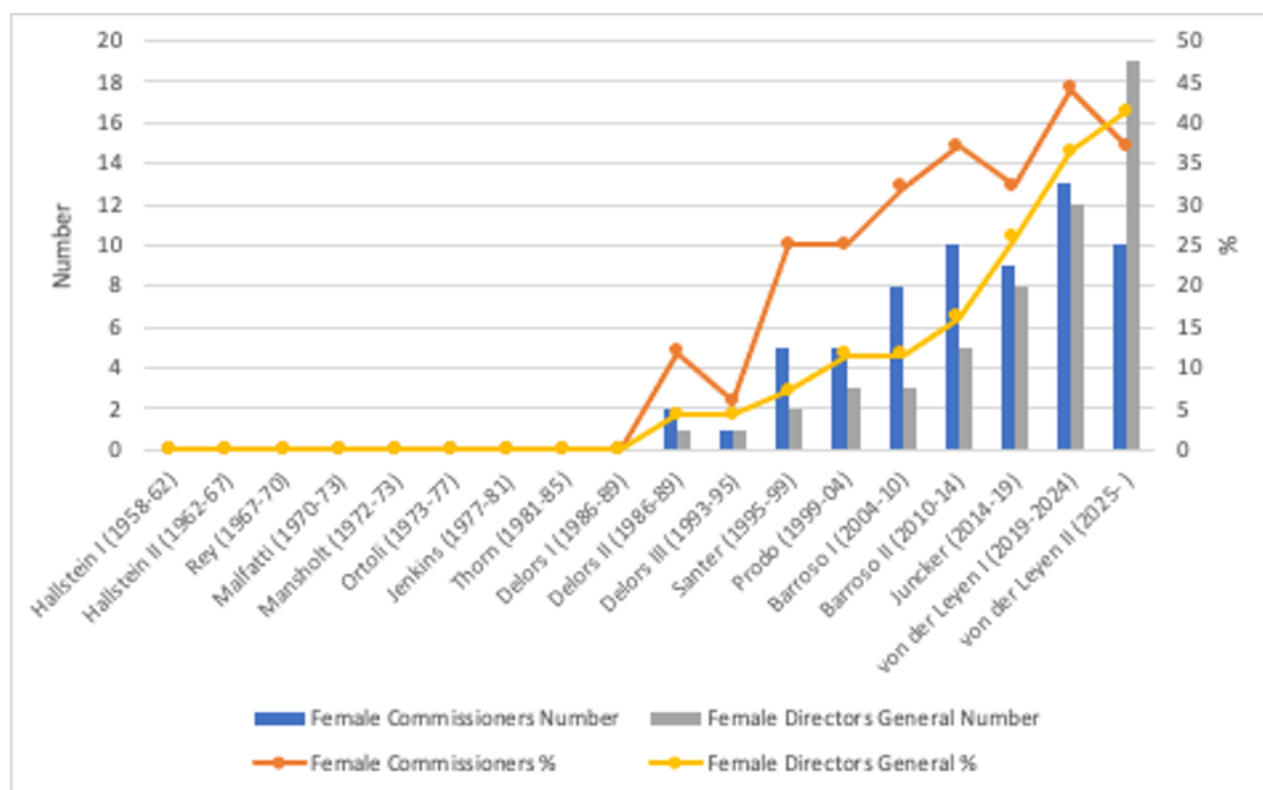
| [DOI](#)

Authors: Pierre Alayrac | Sara Connolly | Miriam Hartlapp | Hussein Kassim

Date of publication: October, 2025

Department: Management

Albeit from a low base, the European Commission has made significant progress in addressing the lack of female representation among Commissioners and Directors General. The first women Commissioners were appointed in 1989 and the first female Director General in 1990, there has since been a substantial improvement in the gender balance at both leadership levels. While around a third of the members of the Barroso, Juncker, and Von Der Leyen Commissions, were women, the proportion of female Directors General has grown from 12% under Barroso I to 36% under Juncker to near parity in 2024 under Von Der Leyen (see Figure 1).



This article assesses whether women face the same challenges in the European Commission as men by examining the career paths to top political and administrative positions. We start with an analysis of the career paths taken by all Commissioners and Directors General (2004-2019) to the top positions in the organisation. We observe three ‘typical’ pathways to Commissioner: national politicians; European politicians; and Administrator; and three pathways to Director General: latecomer Eurocrat; political bureaucrats; long-standing EU civil servants. We compare pathways to find that men outnumber women in all pathways. For Commissioners women are very significantly under-represented in one of three pathways and for Directors General in two of three pathways.

The article has contributed to the existing literature on gender and careers in several ways. Empirically, it has provided the first systematic mapping of career pathways to leadership positions in the Commission. Methodologically, it has introduced an approach to examining career pathways that can be used to explore whether and how women can advance their careers as easily as men without presuming female disadvantage. In theoretical terms, our results highlight that organizational features and appointment procedures specific to the EU interact with individual-level characteristics. Female career paths in the Commission are distinct from national-level career pathways since they are shaped by the EU opportunity structure and more specifically by those in the Commission. This is most clearly visible for education where the subject and location (international) matter more than the level of education alone.



Community-Based Social Capital, Neighbourhood Characteristics, and SME Resilience: A Configurational Analysis - Dr. Arash Sadeghi

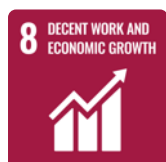
| [DOI](#)

Authors: Arash Sadeghi | Taimaz Larimian | John Harrison

Date of publication: July, 2026

Department: Marketing

Small and medium-sized enterprises (SMEs) do not operate in isolation; their resilience is shaped by the ties they build in the neighbourhoods in which they operate, making community-based social capital (CBSC) central to crisis response. Yet the ties that sustain firms during disruption may also limit the strategic reorientation needed for renewal. Drawing on data from 224 SMEs across six neighbourhoods in Isfahan, Iran, alongside interviews and secondary data, we use fuzzy-set qualitative comparative analysis (fsQCA) to examine how CBSC interacts with neighbourhood deprivation and density to shape resistance and adaptation. Our findings identify place-based configurations through which community ties either strengthen or constrain SME resilience across contexts.



Generative AI and Unethical Creativity - Dr. Md Imtiaz Mostafiz, Prof. Mathew (Mat) Hughes & Dr. Boyka Simeonova

| [DOI](#)

Authors: Md Imtiaz Mostafiz | Mathew Hughes | Boyka Simeonova

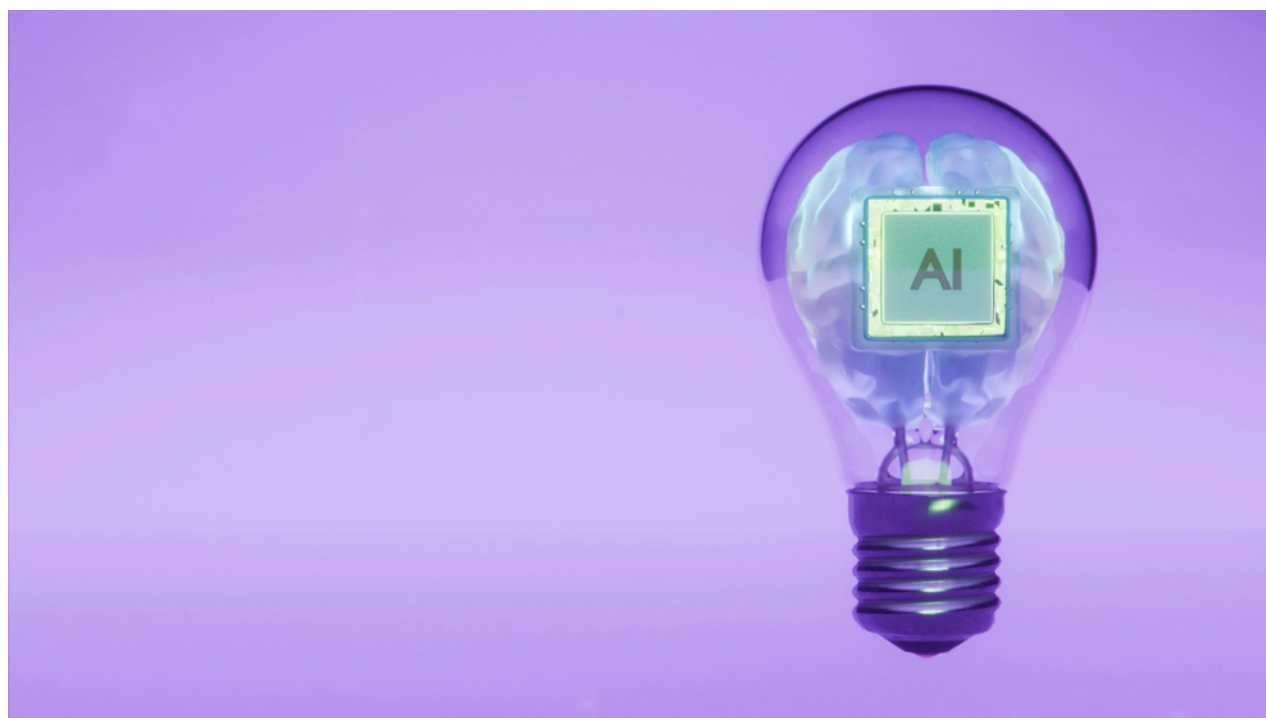
Date of publication: March, 2026

Department: Management | Marketing

As generative artificial intelligence (G-AI) becomes profoundly integrated into entrepreneurial venturing, responsible management education must address the “dark side” of this technological revolution. While conventional wisdom suggests that G-AI enhances general human creativity, the study finds that its direct impact is statistically insignificant. Instead, a more concerning trend emerges in the study: G-AI use is positively related to unethical creativity, defined as innovative behavior that breaches moral and normative standards.

This phenomenon is largely explained by attribution theory, which predicts that entrepreneurs often experience a self-serving bias in human–AI activity. While they internalize successful creative outputs as products of their own vision, they tend to externalize responsibility for ethical lapses, shifting the blame onto the G-AI system. G-AI functions as a moral defense or intermediary, providing a digital facade and plausible deniability for deceptive practices such as data manipulation or circumventing scrutiny. The study further emphasizes that this link to unethical behavior is significantly moderated by the Dark Triad of personality traits, specifically narcissism and Machiavellianism. High levels of these traits deplete an individual's capacity for self-regulation, leading them to exploit G-AI's capabilities for opportunistic self-interest and power.

For institutions committed to the UN PRME, these findings suggest that management education must move beyond teaching technical G-AI proficiency. Educators must prioritize ethical alertness and self-regulation. It is critical to teach future managers that the human agent remains the vital moral authority in human–AI co-creation processes. Management education should develop an understanding of how biases and personality traits can destabilize an entrepreneur's ethical compass when using advanced technology. Developing secure internal governance and nurturing responsible human agency are essential to ensure that AI-driven innovation does not erode societal trust.



Remote Access to Primary Care: Theorising 'Care Navigation' - Dr. Gemma Hughes

| [DOI](#)

Authors: Gemma Hughes | Sarah Rybczynska-Bunt | Sarah O'Rourke | Sara Shasha'h | Joseph Wherton
| Sara Shaw | Trisha Greenhalgh

Date of publication: April, 2026

Department: Management

This new paper, led by Dr Gemma Hughes at the School of Business, reports on findings from the National Institute for Health and Care Research funded study: *Remote by Default 2: the 'new normal'*. Led by colleagues at the University of Oxford, with the University of Plymouth and the Nuffield Trust, the study aimed to inform high-quality, safe and equitable care in UK general practice in the context of policies which require phone, video or e-consultation by default.

Remote access through digital technology has become patchworked into the primary care infrastructure in the UK. Some people are served well by these additional routes to general practice; others are not served so well and require additional support.

This paper examined how people with complex health and social care needs were supported to access primary care remotely by 'care navigators'. Theoretical concepts of social navigation and infrastructure were used to analyse empirical data about people who were homeless or insecurely housed, refugees, asylum-seekers and vulnerable migrants, and older people requiring residential or voluntary social care and support. Data showed the importance of people working outside of health services in a range of organisational settings to support connections to primary care.

These findings allowed the concept of care navigation to be extended from a signposting and gateway role to a set of distributed sociotechnical practices. The problem of access was reconceptualised as difficulty in connecting to the infrastructure of primary care. Care navigators' relational work offered 'nodes' in the network of primary care: opportunities for interactions that supported connection. Policy implications include the need for 'digital first' policies to be supported by sufficient human support, to reduce the risk of marginalising people with additional social care needs.



Research Voices

The following statements demonstrate ways in which researchers at School of Business, University of Leicester bring sustainability and responsible management into their research.

The Centre for Finance, Governance and Sustainable Growth (FGSG) - Prof. Ania Zalewska

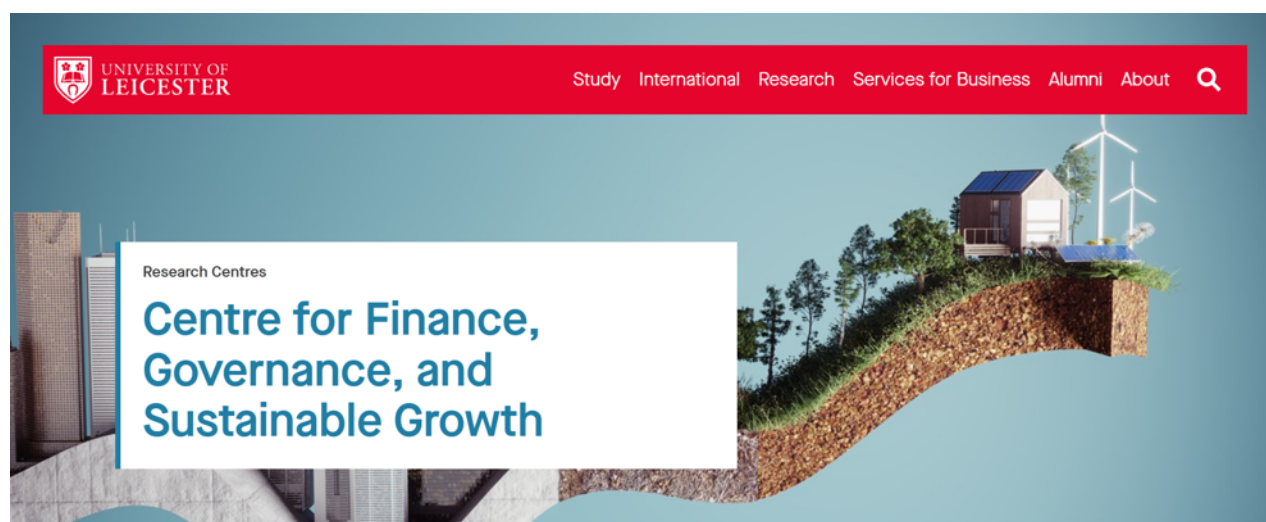
The Centre for Finance, Governance and Sustainable Growth's (FGSG) research demonstrates how responsible management can connect economic prosperity, technological innovation and social progress with environmental sustainability. Its interdisciplinary approach brings together expertise in finance, governance, digital transformation, entrepreneurship and ESG, addressing immediate societal challenges while developing solutions for a more resilient and sustainable future.

Research on climate risk, biodiversity and sustainable finance examines how financial institutions, regulation and markets can support the transition to a sustainable economy. Collaborations with the Bank of England investigate climate, credit and biodiversity risks, while work with the *Land Use for Net Zero*, *Nature and People Hub* examines implementation of Biodiversity Net Gain. This contributes particularly to SDG 13 (Climate Action), SDG 15 (Life on Land) and SDG 16 (Peace, Justice and Strong Institutions) by strengthening the evidence available to regulators, businesses and policymakers.

FGSG research also places inclusive growth and responsible innovation at the centre of sustainability. Work supporting disabled entrepreneurs develops accessible pathways into enterprise; research with government and policy institutions addresses SME access to finance; and initiatives developing reproductive-health kits for disaster and crisis settings seek practical, affordable solutions for vulnerable women and hard-to-reach communities. These activities advance SDGs 3, 5, 8 and 10, spanning health, gender equality, decent work and reduced inequalities.

At the same time, research on AI, digitalisation and smart farming explores how technological transformation can improve productivity, resource efficiency and decision-making while helping organisations redesign responsibly for an AI-enabled economy. FGSG therefore approaches sustainability not as a standalone environmental issue, but as an interconnected challenge encompassing people, organisations, markets and the natural environment. Through collaboration with government, regulators, industry, professional bodies and social enterprises, its research translates academic knowledge into real-world impact—supporting SDG 9 (Industry, Innovation and Infrastructure) and SDG 17 (Partnerships for the Goals) and helping build more responsible, inclusive and sustainable economies.

More detail on the Centre's research and members can be found online: <https://le.ac.uk/research/centres/fgsg>



The Financial Economics of Climate and Sustainability - Dr. Ayman Omar

The Financial Economics of Climate and Sustainability is a global network that (i) brings together Schools/Universities and (ii) provides training programme for doctoral students and staff in the emerging field of climate finance. It is organised by The Salata Institute for Climate and Sustainability at Harvard Business School. We joined the network in November 2023, which in turn allowed us to participate in annual training. Since then, around 15 – 17 staff and PhD students in finance and economics have joined the training every year. This has been particularly beneficial for PhD students and staff who are working on topics related to climate finance, and we have seen an increased number of PhD students and staff with interest in this area.

Research as a Catalyst for Responsible Growth - Reflections from the Dean of Research and Enterprise, Prof. Mat Hughes

Responsible management and sustainability research remain of significant importance to the University of Leicester School of Business. Our new Research Strategy and accompanying Research Signature Strategy place a strong emphasis on responsible business. ULSB's vision is, "Through inspirational business education and world-leading business research, we seek to change society for the better." Consequently, our research efforts are driven toward ensuring our research is meaningful to our stakeholders and drives real-world impact. To this end, our new Research Strategy envisions a dyadic relationship between research and enterprise and society, ensuring that we collectively bridge the theory-practice and practice-theory divides that typically obfuscate research from making a difference. This aligns directly with our new Research Signature Strategy, which defines the common thread running throughout all our research as "Responsible growth for businesses and society".

Responsible growth encapsulates inclusivity, sustainability, social responsibility, technological responsibility, and innovation across the spectrum of a business's activities, drawing across the full breadth and spectrum of our research. This emphasis on responsible growth elevates our long-standing orientation toward social purpose and responsibility and a commitment to sustainability and

responsible management, as evidenced by being members of UN PRME since 2009, being Small Business Charter accredited since 2014, and developing on the same verbiage that defined our research in our 2021 Research Excellence Framework submission. Organised around 4 pillars, (1) Social and Ethical Responsibility, (2) Environmental Sustainability, (3) Innovation, Technology and Resilience, and (4) Economic Integrity and Organisational Governance, this aligns with the values of the University of Leicester and the College of Business, as well as our collective emphasis on inclusivity, inspiration, impact, and acting with a socially responsible purpose.

To ensure our research across the spectrum of responsible growth and its management reaches our stakeholders in the most useful way, the research strategy is underpinned by the development of the Growth Hub, which showcases our research and becomes the University of Leicester's fourth knowledge exchange beacon, emphasizing our longstanding commitment to inspiring, inclusive, and impactful research. The Growth Hub will translate research outputs into practitioner articles, policy briefs, toolkits, playbooks, podcasts, videos, and other content best suited to consumption by stakeholders, ensuring that our extensive research on responsible growth and its management is democratized and accessible.

Evidence of our research excellence in the area of responsible growth for business and society is substantial, encompassing publications in world-leading journals across our disciplinary fields, as well as a number of ongoing impact case studies. Examples include:

- Amanda Berlan – *Ending the Worst Forms of Child Labour in Cocoa Production* (SDGs 8 and 12)
- Weng Wan – *Care in Uncertainty* (SDGs 3, 10 and 16)
- Stephen Hall – *Government Revenue and Development Estimations (GRADE)* (SDG 10)
- Jacob Seifert – *Improving the Quantification and Mitigation of Cybersecurity Risk* (SDGs 8 and 9)
- Nibedita Ray-Bennett – *Promoting Health Systems Disaster Resilience Using RHCC (Reproductive Health Kits, Capacity Building and Community Awareness)* (SDGs 3, 11 and 13)
- Nick Hammer – *Labour Standards Compliance on a Level Playing Field in the UK Fashion Industry* (SDGs 8, 10 and 12)

Our research on responsible management and sustainability has also been recognised through prestigious awards. Notably, the article “*ESG Essentials for Family Firms*” by Mat Hughes, Boyka Simeonova and Siqi Dai received the Schulze Publication Award in the Applied and Practice category.

The Centre for Healthcare Innovation, Policy and Management (HIPM) - Dr. Gemma Hughes

The Centre for Healthcare Innovation, Policy and Management was founded by Professor Gregory Maniatopoulos and Dr Gemma Hughes in 2024 as a Research Centre within the University of Leicester School of Business. The Centre works in collaboration with colleagues across the University and with

partners in the region as well as nationally and internationally. Academics, doctoral researchers, and professionals with an interest in healthcare innovation, public policy and implementation in the context of health and social care, public health and mental health services all contribute to the Centre's activities. The Centre hosts regular research seminars and presentations which allow colleagues to develop collaborations and supports early career researchers and PhD students to develop their skills and networks.

Centre members hold a number of externally funded research grants, including from the National Institute for Health and Care Research (NIHR). Much of the Centre's research is applied in nature and generates evidence with clear potential to improve health and care policy, practice and service delivery. The Centre hosts the MSc Healthcare Management programme and its members also lead teaching and educational activities for the NHS Graduate Management Training Scheme, which prepares graduates to become future leaders within the NHS.

In 2025, Dr John Richmond joined the Centre and established a new programme of work focused on Climate Change and Health. Dr Richmond leads the Worldwide Universities Network on Health System Resilience for Extreme Weather Emergencies and is co-investigator on two NIHR Climate Change and Health: Adapting Health and Social Care Systems - Development Awards addressing the need for heat resilient hospital services for children and care home services for older people.

More detail on the Centre's research and members can be found online: <https://le.ac.uk/research/centres/hipm>





Partner

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

Institutional Partnerships

- ❖ AMBA (Association of MBAs)
- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Quacquarelli Symonds (QS)
- ❖ Small Business Charter

Student Organization Partnerships

- ❖ PRME Students

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at School of Business, University of Leicester support sustainability and responsible management education.

Alignment of the Help to Grow: Management Programme with UN PRME Principles

Help to Grow: Management is a UK government-backed initiative aimed at strengthening the leadership, innovation, productivity, and sustainability of small and medium-sized enterprises (SMEs). Delivered through Small Business Charter-accredited business schools, the 12-week programme combines structured learning, peer-to-peer exchange, and personalised mentoring. The University of Leicester School of Business' delivery supports organisations with 5-249 employees, predominantly in and around Leicestershire.

This report demonstrates how the programme aligns with the UN Principles for Responsible Management Education (PRME) and contributes to the achievement of the UN Sustainable Development Goals (SDGs) - particularly SDG 8 (Decent Work & Economic Growth), SDG 9 (Industry, Innovation & Infrastructure), and SDG 4 (Quality Education).

1. Introduction

The UN PRME initiative seeks to embed sustainability, ethics, and responsible leadership into business and management education worldwide. Its seven principles (Purpose, Values, Teach, Research, Partner, Practice, and Share) provide a framework for aligning business education with the broader UN Sustainable Development Goals. As a national leadership programme for SMEs, Help to Grow: Management is uniquely positioned to advance these principles. By supporting inclusive economic growth, fostering innovation, and embedding responsible business practices, it provides a clear example of PRME principles in action.

Since September 2021, the School of Business has supported 486 businesses, in cohorts of 15-30 participants, on this programme. Impact metrics for 2025/26 are as follows:

- Delivery to 3 cohorts during academic year to 66 SME leaders, owners and senior managers
- 58 have 'graduated' from these cohorts (overall conversion to date is 85.9%)

2. Overview of the Programme

Programme Features:

- 12-week curriculum across core themes: Strategy & Innovation, Digital Transformation, Winning New Markets, Vision & Values, Marketing & Brand Development, Financial Management, Employee Engagement, and Leading Change.
- One-to-one mentoring to support the application of learning.
- Peer learning groups to share knowledge and experiences.
- Access to a national alumni network for continued development.

Target Audience: SME leaders and senior managers across the UK.

Delivery: Through accredited university business schools in partnership with industry mentors.

3. Mapping to UN PRME Principles

Principle 1: Purpose

Develop the capabilities of students to be future generators of sustainable value.

- The programme equips SME leaders with the skills to scale their businesses responsibly, aligning growth with sustainability and social responsibility.
- Modules on Vision, Mission & Values encourage leaders to articulate purpose-led strategies.

SDG Links: SDG 8.3 (support SME growth), SDG 4.4 (skills for sustainable development).

Principle 2: Values

Incorporate global social responsibility values into curricula and organisational practices.

- Embedding responsible business practices and ethical decision-making is a central theme.
- Employee Engagement and Leading Change modules reinforce values of inclusion, fairness, and responsible leadership.

SDG Links: SDG 8.5 (equal and productive employment), SDG 10 (reduced inequalities).

Principle 3: Teach

Create educational frameworks, materials, processes and environments that enable effective learning for responsible leadership.

- The blended learning approach (lectures, mentoring, peer learning) supports experiential and applied education.
- Emphasis on Strategy & Innovation and Digital Transformation fosters resilience, adaptability, and sustainable competitiveness.

SDG Links: SDG 8.2 (higher productivity through innovation), SDG 9.4 (industry upgrading through clean technologies).

Principle 4: Research

Engage in research that advances understanding of corporate sustainability and responsibility.

- Programme content draws on cutting-edge academic and practitioner insights into sustainable management.
- Applied learning tasks encourage participants to investigate their own businesses, generating insights relevant to SMEs' sustainable growth.

SDG Links: SDG 9.5 (enhancing R&D and innovation capacity).

Principle 5: Partner

Interact with managers of business corporations to extend knowledge and understanding of responsibilities.

- Delivered in partnership with **business schools, industry experts, and SMEs**, ensuring that academic insights are linked to real-world practice.
- Alumni networks build long-term collaboration among leaders committed to responsible growth.

SDG Links: SDG 17 (partnerships for the goals), SDG 9.3 (SME integration into markets).

Principle 6: Practice

Lead by example in incorporating sustainability and responsibility into operations.

- The programme encourages participants to directly apply sustainability and ethical practices in their organisations.
- Mentoring supports real-time application of principles to business strategy and operations.

SDG Links: SDG 8.3 (support entrepreneurship and SME formalisation).

Principle 7: Share

Facilitate dialogue and exchange of effective practices.

- Peer group learning and alumni engagement create forums for sharing responsible practices.
- Participants disseminate learning within their organisations, spreading knowledge and responsible management beyond the programme cohort.

SDG Links: SDG 4.3 (access to lifelong learning opportunities).

4. Summary Table – Alignment of Programme to PRME & SDGs

PRME Principle	Programme Features	Aligned SDG Targets
Purpose	Vision, Mission & Values; strategy development	SDG 8.3, SDG 4.4

Values	Employee engagement; responsible practices	SDG 8.5, SDG 10
Teach	Experiential learning; innovation & digital modules	SDG 8.2, SDG 9.4
Research	Applied projects & case studies	SDG 9.5
Partner	Collaboration with business schools & SMEs	SDG 17, SDG 9.3
Practice	Application of responsible strategies in SMEs	SDG 8.3
Share	Peer learning, alumni networks	SDG 4.3

5. Testimonials of Programme Impact

Penny Price Aromatherapy Ltd:

"Fantastic course, great information, presentation and delivery. Wonderful to mix the online learning with in-person workshops, small group sessions and 1-2-1 mentoring, made it very accessible. Finishing the course with a great plan of action and full of confidence for the future."

1284 Communications:

"The programme has really helped me to get to grips with the key fundamentals of how a business works and what is required for growth and success. The staff have all been really helpful and supportive and the resources provided have been very useful and informative."

Optimum Path Financial Planning Ltd:

"The Help to Grow course has given me a really clear action plan and tools I can use to grow the business I work for. Working with a mentor and also connecting with like-minded peers has been invaluable".

A series of testimonials and three full case studies can be found [here](#).

In addition, Flora Hamilton, CEO for Chartered Association of Business Schools (CABS) and Executive Director for the Small Business Charter, said: *"The University of Leicester School of Business has played an important role in delivering support to SME leaders through the Help to Grow: Management programme. As a Small Business Charter accredited business school since 2014 and a Help to Grow delivery partner since 2021, the School has demonstrated a sustained commitment to supporting small business growth, leadership development, and regional economic prosperity."*

6. Conclusion

The Help to Grow: Management Programme provides a practical, scalable model of responsible management education aligned with the UN PRME Principles. By equipping SME leaders with the knowledge, networks, and tools to grow their businesses responsibly, it contributes directly to the advancement of the UN Sustainable Development Goals. Its strongest contributions are to SDG 8 (Decent Work & Economic Growth) and SDG 9 (Industry, Innovation & Infrastructure), while also reinforcing SDG 4 (Quality Education) and SDG 17 (Partnerships). In doing so, it embodies the spirit of PRME - developing leaders who can create sustainable value for business and society.

<https://le.ac.uk/school-of-business/working-with-business/executive-education-programmes/help-to-grow-management-programme>

Alignment of the Growth Accelerator for Social Entrepreneurs Programme with UN PRME Principles

The Growth Accelerator for Social Entrepreneurs programme was funded between 2023-2026 by the UK Government via Leicester City Council with the objectives of keeping social enterprises, Community Interest Companies and charities in business, protecting and creating jobs, and to help them grow and innovate.

This report demonstrates how the programme aligned with the UN Principles for Responsible Management Education (PRME) and contributes to the achievement of the UN Sustainable Development Goals (SDGs), particularly SDG 8 (Decent Work & Economic Growth), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities & Communities), and SDG 17 (Partnerships for the Goals).

1. Introduction

The Growth Accelerator for Social Entrepreneurs Programme exemplified the UN PRME principles by empowering social entrepreneurs to lead change, develop more resilient enterprises, and create more measurable social value. Through its modular learning, 1:1 business coaching, and making space for peer collaboration, and its legacy activities, the programme fosters ethical leadership and sustainable innovation in the voluntary, community, and social enterprise (VCSE) sector.

- In the academic year 2025-26 19 social enterprises, CICs and charities enrolled (of 112 supported overall) to participate in the programme.
- Throughout the funded period, 21 enterprises received grants, 8 potential entrepreneurs were assisted to be enterprise ready, 19 jobs were created, 229 jobs were safeguarded (ongoing), 9 new enterprises were created, 23 adopted new or improved products or services, 112 adopted new technologies or processes, 40 engaged in new markets and 14 declared improvements in productivity as a result of the programme's support.
- Strengthened partnerships between participating community organisations amplified the programme's reach, ensuring lasting benefits for multiple Leicester communities and several formal collaborations arose as a result of programme participation.

- Programme legacy continues with the provision of quarterly peer circle meetings, online resources and podcasts, annual Social Investment Funding Fair

2. Overview of the Programme

Programme Features:

- Tailored onboarding and growth potential audit.
- Five one-to-one business coaching sessions.
- Online workbook and podcast series.
- In-person growth and implementation workshops.
- Peer Growth Circles and VCSE sector-specific events.
- ESG reporting and community wealth building training.

Target Audience: Leicester-based social entrepreneurs and VCSE leaders.

Delivery: Through University of Leicester School of Business in partnership with local VCSE sector experts, Community Enterprise Engine and CASE (Co-operative and Social Enterprise Development Agency).

Post-funding: Continuation of support to social entrepreneurs in Leicester, Leicestershire and beyond, through provision of quarterly peer circle meetings, online handbook and learning resources, podcasts, and annual Social Investment Funding Fair.

3. Mapping to UN PRME Principles

Principle 1: Purpose

Develop the capabilities of students to be future generators of sustainable value.

The programme helps social entrepreneurs articulate purpose-driven strategies and align growth with community impact.

SDG Links: SDG 8.3 (support SME growth), SDG 11.3 (inclusive urban development).

Principle 2: Values

Incorporate global social responsibility values into curricula and organisational practices.

Training on topics such as ESG reporting, community wealth building, and inclusive leadership embeds ethical values into enterprise development.

SDG Links: SDG 10.2 (promote social inclusion), SDG 8.5 (productive employment).

Principle 3: Teach

Create educational frameworks, materials, processes and environments that enable effective learning for responsible leadership.

The modular online masterclasses, themed podcast series, and in person workshops support experiential learning tailored to the VCSE sector.

SDG Links: SDG 4.3 (lifelong learning), SDG 8.2 (innovation-driven productivity).

Principle 4: Research

Engage in research that advances understanding of corporate sustainability and responsibility.

Impact case studies and critical reflection tasks generate insights into sustainable social enterprise models.

SDG Links: SDG 9.5 (enhance R&D capacity), SDG 17.16 (knowledge sharing).

Principle 5: Partner

Interact with managers of business corporations to extend knowledge and understanding of responsibilities.

The programme fosters collaboration between social entrepreneurs, business coaches, and public sector partners.

SDG Links: SDG 17.17 (multi-stakeholder partnerships), SDG 9.3 (SME integration).

Principle 6: Practice

Lead by example in incorporating sustainability and responsibility into operations.

Participants are encouraged to learn and apply ESG principles and inclusive growth strategies directly within their organisations.

SDG Links: SDG 8.3 (entrepreneurship support), SDG 12.6 (sustainable practices).

Principle 7: Share

Facilitate dialogue and exchange of effective practices.

Peer Growth Circles promote knowledge exchange and collaborative innovation opportunities.

SDG Links: SDG 4.4 (skills for sustainable development), SDG 17.6 (sharing best practices).

4. Summary Table – Alignment of Programme to PRME & SDGs

PRME Principle	Programme Features	Aligned SDG Targets
Purpose	Growth audit; purpose-led strategy	SDG 8.3, SDG 11.3
Values	ESG training; inclusive leadership	SDG 8.5, SDG 10.2
Teach	Workbook, podcast, workshops	SDG 4.3, SDG 8.2
Research	Case studies; critical reflection	SDG 9.5, SDG 17.16
Partner	Collaboration with coaches & VCSE	SDG 17.17, SDG 9.3
Practice	ESG application; community wealth building	SDG 8.3, SDG 12.6
Share	Peer Growth Circles; hackathons	SDG 4.4, SDG 17.6

5. Case Studies of Programme Impact

A series of 14 case studies demonstrates how the programme helped entrepreneurs to strengthen governance, develop sustainable income, and increase their impact through tailored support, peer learning and collaboration. Each example [here](#) highlights participants' specific challenges, support provided, and measurable outcomes, showing how they have progressed during and beyond the programme.

Unbreakable Self Defence:

"This support has helped transform the organisation from a small, delivery-focused service into a structured and scalable social enterprise with a clear vision for growth. As a sole entrepreneur it was so helpful and insightful to have the guidance of a business coach and to get the right advice about how to grow the business."

New Parks Community Mission Food Bank:

"Seeing teachers, charity partners, business leaders, and trustees all collaborating with us was a moment of pure unity and clarity. It resulted in a robust three-year strategy that will take us from 2026 through to 2029. The financial learning was a personal mountain to climb, as I previously lacked the formal skills and education in this field. Alongside our treasurer, who has also upskilled, we have managed to raise thousands in funding and significantly boost our social investment over the last twelve months. We are proud to have established a £5,000 retainer following Charity Commission best practice, ensuring our long-term sustainability. Our verified social return on investment stands at 33 to 1. Knowing that every £1 invested in us saves £33 for the public purse by preventing hospital readmissions and stabilising complex care cases brings me a profound sense of pride. I now fully understand the importance of financial growth as a vehicle for our social mission."

Furthermore, the following testimonial was provided by the Regeneration Programmes Manager, Leicester City Council: *"The University of Leicester School of Business successfully delivered the Growth Accelerator for Social Entrepreneurs programme on behalf of Leicester City Council through the UK Shared Prosperity Fund. Throughout the programme, the team demonstrated strong project management, effective partnership working and a commitment to supporting social enterprises across Leicester. Delivery was professional and responsive, with clear reporting, robust governance arrangements and excellent communication throughout."*

Importantly, the programme met its full contractual requirements, successfully achieving the agreed outputs, outcomes and financial delivery targets. The positive impact generated for participating organisations, combined with the University's expertise and collaborative approach, provided confidence and assurance to Leicester City Council as the funder. We would welcome the opportunity to work with the University of Leicester School of Business on future initiatives and programmes."

6. Conclusion

The Growth Accelerator for Social Entrepreneurs Programme offered a dynamic, inclusive model of responsible management education and continues to provide ongoing support. By equipping social entrepreneurs with the tools, networks, and mindset to lead sustainable change, it aligns closely with the UN PRME Principles and advances key SDGs. Its strongest contributions are to SDG 8 (Decent Work & Economic Growth), SDG 10 (Reduced Inequalities), and SDG 17 (Partnerships), while reinforcing SDG 4 (Quality Education) and SDG 11 (Sustainable Cities & Communities). It exemplifies the transformative potential of responsible education in the social enterprise sector.

<https://le.ac.uk/school-of-business/working-with-business/growth-accelerator-for-social-entrepreneurs>

Alignment of the GreenerFuture Leicestershire Project with UN PRME Principles

The GreenerFuture Leicestershire Business Advisory Service was a business support initiative delivered by the University of Leicester School of Business as part of the Leicestershire Collaborate to Accelerate Net Zero (LCAN) programme. Funded through Innovate UK's Net Zero Living Programme, the project aimed to decarbonise Leicestershire by breaking down non-technical barriers to net zero, empowering residents, businesses, and policymakers through tailored support, resources, and collaborative action. It helped businesses strengthen resilience, improve operational efficiency, identify growth opportunities and prepare for future market expectations. This report demonstrates how the programme aligns with the UN Principles for Responsible Management Education (PRME) and contributes to the achievement of UN Sustainable Development Goals (SDGs), particularly SDG 7 (Affordable & Clean Energy), SDG 8 (Decent Work & Economic Growth), SDG 9 (Industry, Innovation & Infrastructure), SDG 11 (Sustainable Cities & Communities), SDG 13 (Climate Action), and SDG 17 (Partnerships for the Goals).



1. Introduction

The UN PRME initiative promotes responsible management education by embedding sustainability, ethics, and inclusive leadership into business and policy frameworks. Greener Future Leicestershire exemplifies these principles by enabling systemic change across sectors. Through its data-driven planning, community engagement, and business support, it fosters responsible leadership and sustainable innovation in pursuit of net zero. By helping SMEs and social enterprises improve efficiency, strengthen competitiveness, build sustainability capabilities and identify new opportunities,

the programme supported both economic resilience and environmental responsibility. Through workshops, tailored consultancy, leadership development and practical business guidance, the programme translated sustainability principles into tangible business outcomes.

Impact metrics for 2025-26 were as follows:

- 1,329 organisations engaged through 100 events and outreach activities
- 419 participants received direct support through workshops, webinars, training programmes and advisory pathways
- 54 participants completed the Climate Leadership and Action Programme, a six-week CPD programme designed to accelerate sustainability action planning
- 24.9k visits to project resources and online tools, 44.5k LinkedIn impressions generated through project dissemination and engagement activities, and 660 views of project video content through the GreenerFuture Leicestershire YouTube channel.
- 274.3 tonnes of estimated carbon savings generated through business action influenced by the project
- University of Leicester continuing to host programme resources until November 2028, extending the programme's legacy and impact. LCAN has already led to two articles published in CABS 3* rated journals and development of a Research Excellence Framework impact case

2. Overview of the Programme

Programme Features:

- Local Area Energy Planning (LAEP) tools for spatial and project data engagement
- Green Living Leicestershire initiatives for residents and communities
- Business support including one-to-one consultancy, energy audits, ESG guidance, sustainability-focused workshops, leadership development activities and certifications
- Community energy development with Green Fox and Community Energy Pathways
- Net Zero Toolkits and resource packs for councils and community groups
- Solar Together group-buying scheme for renewable energy adoption
- Flex-D project expanding EV charging infrastructure
- Ongoing access to practical tools, online resources and sustainability planning frameworks

Target Audience: Leicestershire residents, SMEs, community groups, and policymakers

Delivery: Led by Leicestershire County Council in collaboration with local authorities, universities, and energy partners

3. Mapping to UN PRME Principles

Principle 1: Purpose

Develop the capabilities of students to be future generators of sustainable value.

The project empowers individuals and organisations to contribute to net zero through education, planning tools, and practical support. The programme also helped businesses identify opportunities for sustainable growth whilst enhancing resilience, competitiveness and long-term value creation.

SDG Links: SDG 13.3 (climate education), SDG 11.3 (inclusive urban development)

Principle 2: Values

Incorporate global social responsibility values into curricula and organisational practices.

GreenerFuture promotes ethical energy use, community resilience, and environmental stewardship across sectors. By embedding sustainability considerations into business decision-making, the programme promoted responsible growth and environmental stewardship.

SDG Links: SDG 7.2 (renewable energy), SDG 10.2 (social inclusion)

Principle 3: Teach

Create educational frameworks, materials, processes and environments that enable effective learning for responsible leadership.

Toolkits, resource packs, and workshops support experiential learning for residents, councils, and SMEs. Through workshops, leadership development and practical guidance, participants gained knowledge and skills to implement sustainability improvements within their organisations.

SDG Links: SDG 4.7 (education for sustainable development), SDG 13.2 (integrate climate into planning)

Principle 4: Research

Engage in research that advances understanding of corporate sustainability and responsibility.

The LAEP tool and collaborative data planning support evidence-based decision-making for net zero. Programme evaluation and business engagement activities generated evidence on how sustainability-focused interventions can strengthen SME resilience and growth.

SDG Links: SDG 9.5 (R&D capacity), SDG 17.16 (knowledge sharing)

Principle 5: Partner

Interact with managers of business corporations to extend knowledge and understanding of responsibilities.

The initiative connects councils, businesses, and energy experts to co-create sustainable solutions and support regional economic and environmental objectives.

SDG Links: SDG 17.17 (multi-stakeholder partnerships), SDG 9.3 (SME integration)

Principle 6: Practice

Lead by example in incorporating sustainability and responsibility into operations.

Businesses and councils apply ESG principles and energy efficiency strategies supported by the programme.

SDG Links: SDG 12.6 (sustainable practices), SDG 13.1 (resilience building)

Principle 7: Share

Facilitate dialogue and exchange of effective practices.

Community energy groups, peer learning, and public resources foster knowledge exchange and collective action. The programme encouraged knowledge sharing through workshops, resources and partnerships, helping organisations learn from one another and adopt proven approaches.

SDG Links: SDG 4.4 (skills for sustainable development), SDG 17.6 (sharing best practices)

4. Case Studies of Programme Impact

Robert Travel Group: "The support we have received through GreenerFuture Leicestershire has helped us strengthen our processes and internal efforts towards a sustainable future. Not only has it helped to realign our thinking, but it has also contributed towards winning new commercial contracts."

TJ's Oadby: A local business supported by GreenerFuture and Oadby & Wigston Borough Council to improve energy efficiency and reduce costs. *"Committed to long-term change, TJ's aims to reduce its impact and inspire other local businesses to do the same."*

Green Fox Community Energy: Partnered with Greener Future to expand community energy projects and recruit renewable energy coordinators. *"Kickstarting the community energy sector in Leicestershire through collaboration and innovation."*

University of Leicester School of Business, Professor Paul Baines, Principal Investigator:

"I am immensely proud of what this programme has achieved. Our team worked closely with businesses across Leicestershire to help them build capability, strengthen their operations and access new opportunities. SMEs are the lifeblood of our regional economy, and this project shows what can be achieved when universities, local authorities and business networks come together with a shared purpose."

Innovate UK, Urban Systems Innovation Lead: endorsed the successful programme delivery, saying: *"Through Innovate UK's Net Zero Living Programme, the University of Leicester School of Business successfully delivered the business advisory service element of the GreenerFuture Leicestershire programme, helping businesses across the county take practical action towards sustainability and net zero. By combining academic expertise with accessible, business-focused support, the team engaged a diverse range of organisations and provided them with the knowledge, tools and confidence to identify efficiency improvements, reduce their environmental impact and build more sustainable business models. The scale of engagement achieved, together with the programme's focus on delivering practical outcomes, demonstrated a strong understanding of the challenges and opportunities facing SMEs on their sustainability journey."*

A particular strength of the project was its commitment to creating long-term value. Beyond direct business support, the programme generated a comprehensive range of resources, learning materials and insights that will continue to benefit organisations across Leicestershire. The University's contribution has helped strengthen the region's capacity to respond to net zero challenges and provides a strong example of how collaborative innovation can deliver meaningful economic and environmental benefits."

5. Conclusion

GreenerFuture Leicestershire provided an inclusive model of responsible sustainability education and action. By equipping communities, businesses, and policymakers with the tools and partnerships needed to achieve net zero, it aligns strongly with the UN PRME Principles and contributes to key SDGs and delivered both economic and environmental benefits. The programme supported nearly 1,800 organisations, strengthened business capability across Leicestershire, created opportunities and developed a scalable model for future business support. The evaluation report can be accessed [here](#).

Its strongest contributions are to SDG 13 (Climate Action), SDG 11 (Sustainable Cities), and SDG 17 (Partnerships), while reinforcing SDG 4 (Quality Education) and SDG 7 (Clean Energy). It exemplifies the transformative power of collaborative, data-driven sustainability initiatives. Post-evaluation, the impact of the project extends to include SDG 8 (Decent Work & Economic Growth). Through collaboration, knowledge exchange and practical business support, the programme demonstrates how universities can play a leading role in building a more resilient, sustainable and prosperous regional economy.

<https://greenerfutureleicestershire.co.uk/>

Alignment of the East Midlands Chamber Strategic Partnership with UN PRME Principles

The strategic partnership between University of Leicester School of Business (ULSB) and the East Midlands Chamber has supported regional economic development, business growth, employer engagement and knowledge exchange since October 2022. Initially focusing on economic thought leadership via research, skills data visualisation, business support and an annual State of the Economy Conference, the university is a headline partner of the Quarterly Economic Survey produced by the chamber of commerce for Leicestershire, Derbyshire and Nottinghamshire, which gauges the health of the region's economy across various indicators such as recruitment, investment intentions and cashflow.

1. Introduction

The strategic partnership has strengthened regional visibility, generated measurable financial returns, and expanded opportunities for collaboration, contributing significantly to responsible management education and the SDGs. This report demonstrates how the partnership aligns with the UN Principles for Responsible Management Education (PRME) and contributes to the achievement of the UN Sustainable Development Goals (SDGs), particularly to SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), and SDG 17 (Partnerships for the Goals).

Key impacts for 2025/26 are:

- Secured consultancy income and sponsorship and stakeholder engagement through the Quarterly Economic Survey.
- Enhanced employer engagement and business development opportunities.
- Generation Next network supporting student employability initiatives.

2. Overview of the Partnership

Partnership Features

- Strategic membership and engagement with the region's leading business organisation.
- Sponsorship of the Quarterly Economic Survey (QES).
- Business development and networking opportunities.
- Regional policy and stakeholder engagement.
- Employer engagement activity.
- Generation Next collaboration supporting student employability.

Key Outcomes

- Enhanced visibility of ULSB across the region and increased engagement with businesses and policymakers.
- Employability opportunities for students through employer engagement and Generation Next.
- Fully subsidised 12-month memberships offered for up to 100 Growth Accelerator for Social Entrepreneurs programme participants, providing access to full business support offer.
- Consultancy contract secured for Professor Mohamed Shaban.

3. Mapping to UN PRME Principles

Principle 1: Purpose

The partnership strengthens economic growth, enterprise development and leadership capability within the region.

SDG Links: SDG 8.3, SDG 8.5

Principle 2: Values

Engagement with businesses promotes responsible growth, inclusive employment and ethical leadership.

SDG Links: SDG 8, SDG 10

Principle 3: Teach

Insights from regional employers and economic intelligence enrich curriculum design and experiential learning opportunities.

SDG Links: SDG 4.4, SDG 8.2

Principle 4: Research

The Quarterly Economic Survey and external stakeholder engagement generate valuable insight into regional economic performance and business challenges.

SDG Links: SDG 9.5, SDG 17.16

Principle 5: Partner

The Chamber provides a significant platform for collaboration between academia, industry and policymakers.

SDG Links: SDG 17.17

Principle 6: Practice

The partnership demonstrates how universities can contribute directly to regional productivity, innovation and economic development.

SDG Links: SDG 8.3, SDG 9

Principle 7: Share

Networks, events and surveys promote the dissemination of knowledge, research findings and best practice.

SDG Links: SDG 17.6

4. Summary Table – Alignment of Programme to PRME & SDGs

PRME Principle	Partnership Features	Aligned SDG Targets
Purpose	Support for economic growth, enterprise development and regional prosperity	SDG 8.3, SDG 8.5
Values	Promotion of responsible business growth and inclusive economic development	SDG 8, SDG 10
Teach	Employer engagement, business insight and curriculum enrichment	SDG 4.4, SDG 8.2
Research	Quarterly Economic Survey sponsorship and regional economic intelligence	SDG 9.5, SDG 17.16
Partner	Collaboration with businesses, policymakers and regional stakeholders	SDG 17.17

Practice	Contribution to innovation, productivity and business support activities	SDG 8.3, SDG 9
Share	Events, networking and dissemination of economic insights and best practice	SDG 17.6

5. Testimonials

East Midlands Chamber's Chief Executive Scott Knowles said in October 2025: *As one of the UK's leading research and teaching institutions, the University of Leicester is long-established for excellence across the East Midlands, the nation and the world. In its partnership with the production of the Chamber's Quarterly Economic Survey, the University has long played a very significant role in helping shape research data that is absolutely vital for the region and that cannot be understated. The insight gained from the survey is seen by Government and political leaders at all levels, while giving businesses of all sizes a strong indication of shared challenges, trends and how our region is impacted by everything from corporate taxation to the skills gap to export tariffs.*

"I'm delighted to continue longstanding collaboration with the University of Leicester and very much look forward to working closely with them, identifying opportunities for growth and development that will boost the East Midlands going forward."

Professor Mohamed Shaban, Associate Dean of Enterprise, ULBS, said: *"We are delighted to continue the University of Leicester's Strategic Partnership with East Midlands Chamber. This enduring partnership underscores our shared commitment to bridging the gap between education and the business community. Together, we look forward to driving positive impact through executive education, knowledge exchange, research, and student enterprise. Our success is steered by shared values and a history of effective collaboration. The University of Leicester is dedicated to working with the Chamber to promote innovation and enterprise, leveraging our world-class research strengths to enhance productivity, create jobs, and improve overall wellbeing."*

6. Conclusion

The East Midlands Chamber partnership delivers strong economic, educational and strategic benefits. It has created measurable financial returns, enhanced regional influence and strengthened external engagement, making a significant contribution to SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), and SDG 17 (Partnerships for the Goals).

https://www.emc-dnl.co.uk/strategic_partners/university-of-leicester/

Alignment of the Impact Rotary Club Leicester Partnership with UN PRME Principles

The partnership between the University of Leicester School of Business (ULSB) and Impact Rotary Club Leicester demonstrates a strong commitment to responsible leadership, civic engagement, and community impact. This report demonstrates how the partnership aligns with the UN Principles for Responsible Management Education (PRME) and contributes to the achievement of the UN Sustainable Development Goals (SDGs) - particularly SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnerships for the Goals).

1. Introduction

Through active participation in local initiatives, networking opportunities, and the development of future collaborations, this partnership supports the University's mission to create positive social value whilst contributing to the UN PRME Principles and SDGs.

2. Overview of the Partnership

- Corporate membership of Impact Rotary Club Leicester and engagement with local and regional business and community leaders.
- Participation in community development and fundraising activities.
- Opportunities to support student engagement through a future Rotaract group.
- Collaboration with Careers and Employment services.
- Access to national and international Rotary networks.

Key Activities

- Creation of a fruit and vegetable growing space at Goldhill Adventure Playground and School.
- Distribution of Christmas gifts and Easter eggs to local charities.
- Support for educational technology and engineering projects.
- Fundraising for health, sanitation and community initiatives.
- Promotion of volunteering and civic participation through public events.

3. Mapping to UN PRME Principles

Principle 1: Purpose

Develop the capabilities of stakeholders to create sustainable value for business and society.

- The partnership promotes service leadership, civic responsibility and community engagement, providing real-world opportunities for staff and future student involvement.

SDG Links: SDG 4.7, SDG 11.3, SDG 17.17

Principle 2: Values

Incorporate values of global social responsibility into education and practice.

- Rotary's commitment to peacebuilding, education, health, sustainability and inclusion aligns strongly with responsible management values promoted by ULSB.

SDG Links: SDG 3, SDG 4, SDG 10, SDG 16

Principle 5: Partner

Work collaboratively with organisations that advance responsible management practice.

- Rotary provides a platform for collaboration between the University, business leaders, charities, schools and public organisations.

SDG Links: SDG 17.17

Principle 6: Practice

Lead by example through responsible organisational practices.

- ULSB's active participation demonstrates a commitment to civic responsibility and social value creation beyond the classroom.

SDG Links: SDG 11, SDG 12

Principle 7: Share

Facilitate dialogue and exchange of effective practices.

- Rotary meetings, events and networks provide opportunities to share expertise, best practice and local impact stories.

SDG Links: SDG 4.7, SDG 17.6

4. Summary Table – Alignment of Programme to PRME & SDGs

PRME Principle	Partnership Features	Aligned SDG Targets
Purpose	Community engagement, leadership development, volunteering opportunities	SDG 4.7, SDG 11.3, SDG 17.17
Values	Rotary's focus on health, education, peace, sustainability and inclusion	SDG 3, SDG 4, SDG 10, SDG 16
Teach	Exposure to civic leadership, social responsibility and community action	SDG 4.4, SDG 8.3
Research	Community projects and engagement activities providing impact case study opportunities	SDG 11.3, SDG 17.16

Partner	Collaboration between the University, businesses, charities, schools and Rotary networks	SDG 17.17
Practice	Active participation in volunteering and social value initiatives	SDG 11, SDG 12
Share	Networking events, community activities and knowledge exchange	SDG 4.7, SDG 17.6

5. Conclusion

The partnership with Impact Rotary Club Leicester offers a practical example of responsible management education in action. By connecting leadership development with meaningful community engagement, it contributes strongly to SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnerships for the Goals), whilst advancing all seven UN PRME Principles.

<https://rotary-leicester.org.uk/rotary-impact-club/>

Alignment of the Oadby & Wigston Growth and Innovation Programme with UN PRME Principles

The Oadby & Wigston Growth and Innovation Programme was a business support initiative from September 2025 to February 2026, fully funded by the UK Shared Prosperity Fund via Oadby & Wigston Borough Council, designed to enhance growth, productivity and innovation amongst local businesses in the borough. Delivered by ULSB, the programme helped participants develop strategic capabilities to support sustainable business growth. This report demonstrates how the programme aligns with the UN Principles for Responsible Management Education (PRME) and contributes to the achievement of the UN Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), and SDG 17 (Partnerships for the Goals).

1. Introduction

The UN PRME initiative seeks to embed sustainability, ethics, and responsible leadership into business and management education worldwide. Its seven principles (Purpose, Values, Teach, Research, Partner, Practice, and Share) provide a framework for aligning business education with the broader UN Sustainable Development Goals. As a growth leadership programme offered to start-ups, microbusinesses and SMEs within the neighbouring borough, it is ideally positioned to advance these principles. By supporting inclusive economic growth, fostering innovation, and embedding responsible business practices, it provides a clear example of PRME principles in action. In September 2025, the

School of Business enrolled its first cohort of SME leaders, owners and senior managers from Oadby & Wigston Borough to the programme. Participants had the option to register to attend 1, 2, 3, 4 or all 5 in person masterclasses and the impact metrics for 2025/26 are as follows:

- Delivery to first cohort comprising 23 participants.
- 14 'graduated' with certificates having completed at least four of the five masterclasses.
- Production of three case studies with local businesspeople.
- Recommissioned for fully funded delivery in 2026-27.

2. Overview of the Programme

Programme Features

- Five masterclasses covering: Business Strategy and Growth, AI for Marketing, Innovation and Entrepreneurship, Export, and Finance for Growth.
- Facilitated peer growth leadership coaching sessions.
- Practical business development tools and access to expert academic knowledge.
- Networking and peer learning opportunities.

3. Mapping to UN PRME Principles

Principle 1: Purpose

The programme helped participants develop growth plans that balance commercial success with long-term sustainability.

SDG Links: SDG 8.3, SDG 8.2

Principle 2: Values

The programme promoted responsible growth, innovation and strategic leadership within local SMEs.

SDG Links: SDG 8.5, SDG 9

Principle 3: Teach

Practical masterclasses provided applied learning focused on real business challenges and opportunities.

SDG Links: SDG 4.4, SDG 8.2

Principle 4: Research

The programme generated case studies and business insights that contribute to understanding SME growth and innovation.

SDG Links: SDG 9.5

Principle 5: Partner

The initiative brought together the University, local government and business leaders to support regional development.

SDG Links: SDG 17.17

Principle 6: Practice

Participants implemented learning directly into their businesses through structured growth planning and peer coaching.

SDG Links: SDG 8.3

Principle 7: Share

Peer coaching sessions fostered collaboration, knowledge exchange and collective problem solving.

SDG Links: SDG 17.6

4. Summary Table – Alignment of Programme to PRME & SDGs

PRME Principle	Programme Features
Purpose	Growth planning and business development support for local SMEs
Values	Responsible growth, innovation and leadership development
Teach	Masterclasses in strategy, AI, innovation, exporting and finance
Research	Business case studies and insights into SME growth and innovation
Partner	Collaboration between ULSB, Oadby and Wigston Borough Council and local businesses
Practice	Application of learning through growth plans and peer coaching
Share	Peer learning, coaching and knowledge exchange between businesses

5. Testimonials of Programme Impact

Birring & Bagri Ltd:

"The programme provided the structure, clarity and strategic discipline required to transition the business from reactive delivery to focused, sustainable growth. The combination of structured learning, practical tools and peer to peer insight was both challenging and constructive."

Yoga with Leo Leicester:

"Before the programme, I felt very isolated and the business lacked clear structure and strategic focus. It helped me slow down, focus, and build something that feels sustainable. One of the biggest benefits was realising just how much support is available."

Arina Limited:

"I would strongly recommend the programme to other business leaders. The programme provides valuable knowledge, practical tools and access to a supportive network of peers. It helps you step back from daily operations and think about your business in a more structured and strategic way."

Three full participant case studies can be accessed [here](#).

5. Conclusion

The Oadby & Wigston Growth and Innovation Programme demonstrates how universities can support local economic development through responsible management education. Its strongest contributions are to SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), and SDG 17 (Partnerships for the Goals).

<https://le.ac.uk/school-of-business/working-with-business/executive-education-programmes/oadby-and-wigston-growth-and-innovation-programme>

Alignment of the ODOS (One District One Scholarship) Programme with UN PRME Principles

The ODOS programme for the Royal Thai Government brings exceptional Thai youths to the UK for a 6-week intensive summer study and training programme as part of Thailand's national push to upskill its future digital workforce. ULSB delivered the modules on 'Business of the Space Economy' and 'Business in an AI Era', alongside modules offered by the School of Computing and Mathematical Sciences.

1. Introduction

The ODOS Programme is a prestigious scholarship initiative funded by the Royal Thai Government to develop future digital and business leaders. Through intensive residential study in the UK, participants gain advanced knowledge in emerging technologies, innovation and global business, supporting Thailand's long-term economic development ambitions.

Impact Metrics

- Delivery of October-November 2025 cohort to 32 'Business of the Space Economy' and 34 'Business in an AI Era' and 34 students with high attendance and good feedback.
- Delivery of May-June 2026 cohort to 34 'Business of the Space Economy' and 34 'Business in an AI Era' and 34 students
- High attendance and positive feedback reported.

2. Overview of the Programme

The School of Business delivered two modules weekly over six weeks: Business of the Space Economy and Business in an AI Era

- Additional modules were provided by the School of Computing and Mathematical Sciences.
- Guest presentations by expert speakers.
- Programme of extracurricular activities and excursions.

3. Mapping to UN PRME Principles

Principle 1: Purpose

The programme develops future leaders capable of generating sustainable economic and social value through technology and innovation.

SDG Links: SDG 4.4, SDG 8.2

Principle 2: Values

Participants explore the societal implications of emerging technologies, encouraging responsible and ethical leadership.

SDG Links: SDG 9, SDG 16

Principle 3: Teach

The curriculum combines advanced technological knowledge with business and management perspectives.

SDG Links: SDG 4.3, SDG 4.4

Principle 4: Research

The programme is informed by current research in artificial intelligence, innovation and the space economy.

SDG Links: SDG 9.5

Principle 5: Partner

The collaboration between the Royal Thai Government and the University represents an international partnership supporting global skills development.

SDG Links: SDG 17.17

Principle 6: Practice

Students engage with real-world applications of AI and emerging technologies within business and economic contexts.

SDG Links: SDG 8.2, SDG 9

Principle 7: Share

The international nature of the programme encourages cross-cultural learning and global exchange of ideas.

SDG Links: SDG 17.6

4. Summary Table – Alignment of Programme to PRME & SDGs

PRME Principle	Programme Features	
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Purpose	Developing future digital and business leaders through international education	\$
Values	Exploration of responsible innovation and the societal implications of technology	\$
Teach	Modules on Business in an AI Era and Business of the Space Economy	\$
Research	Contemporary research-led teaching in AI, innovation and emerging industries	\$
Partner	Collaboration with the Royal Thai Government and international learners	\$
Practice	Application of technology and innovation concepts to business challenges	\$
Share	International knowledge exchange and cross-cultural learning	\$

5. Conclusion

The ODOS Programme demonstrates the value of international education partnerships in preparing future leaders for the digital economy. By combining business education with emerging technology themes, the programme contributes strongly to SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), and SDG 17 (Partnerships for the Goals), whilst exemplifying the principles of responsible management education.

<https://le.ac.uk/news/2025/july/thailand-government-university-leicester-uk-scholarship-thai-students>

University of Leicester School of Business Careers Activities 2025-26

Activities from 1 August 2025 to 31 July 2026

Business Consultancy Competition

The University of Leicester School of Business (ULSB) Business Consultancy Competition provides an opportunity for students to connect with employers, gain insights into different industries, and develop key professional skills such as networking, problem-solving, and leadership. At the same time, it encourages participants to engage with wider themes such as equality, sustainability, and entrepreneurship, ensuring that students not only prepare for their future careers but also cultivate the values and competencies needed to make a positive impact.

The October 2025 competition involved approximately 50 students working with businesses including Tukin Foods, Juggling Octopus, Mainfreight and Centrica.

Tukin Foods challenged students to assess the commercial potential of launching a new mini poppadum snack range, requiring market analysis, product development and a creative marketing strategy.

Juggling Octopus, a rapidly expanding remote business, tasked students with developing effective onboarding and employee management approaches that support a diverse workforce.

Mainfreight challenged students to design solutions to attract and retain talent in warehouse operations, supporting workforce development, employee engagement and career progression.

Centrica asked students to develop innovative and scalable approaches to help achieve its target of 100,000 employee volunteering hours by 2030. Students explored how volunteering can strengthen social impact and community engagement while creating value for employees and stakeholders.

These challenges linked closely with multiple UN SDGs, including:

- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 8: Decent Work and Economic Growth
- SDG 9: Industry, Innovation and Infrastructure
- SDG 10: Reduced Inequalities
- SDG 11: Sustainable Cities and Communities
- SDG 12: Responsible Consumption and Production
- SDG 17: Partnerships for the Goals



Guest Speakers in the Curriculum

The ULSB curriculum includes guest speakers who are invited to deliver sessions within modules to enable students to connect practice with theory.

During the 2025/26 academic year, guest speakers from organisations including Google, JP Morgan, Samworth Brothers, VARU Beauty, Leicester City Council, Sage Learning, UOCEAN 2050, Shriner Digital and PHD Media provided students with direct exposure to current industry practice, emerging technologies and responsible business leadership.

Guest speakers contributed to a wide range of modules, bringing expertise in areas such as global strategy, innovation, organisational change, sustainability and international business. For example, speakers from Google contributed to the Marketing Analytics and Decisions module, JP Morgan supported the Big Data Communication and Visualisation module, Samworth Brothers engaged with

students studying Big Data and People Analytics, while speakers from VARU Beauty, UOCEAN, Shrinker Digital and PHD Media shared insights within modules focused on strategy, innovation, responsible business and work-based learning.

These challenges linked closely with multiple UN SDGs, including:

- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth
- SDG 9: Industry, Innovation and Infrastructure
- SDG 11: Sustainable Cities and Communities
- SDG 17: Partnerships for the Goals

Business Start-Up Competition

The University of Leicester's annual Business Start-Up Competition provides a platform for students to pitch their business ideas or side ventures to experienced entrepreneurs. It offers a valuable learning experience, enabling participants to refine their business model, gain practical insights into further developing their ideas and build their networks.

Applicants benefit from the process of crafting compelling applications, while shortlisted candidates have the unique opportunity to pitch their ideas - practising essential skills for securing future funding and other growth opportunities. The competition is open to both current students and alumni.

During March 2026 the competition saw a wide range of entries from ULSB students including the following:

- Repurposing electric vehicle batteries from written-off cars into grid-connected energy storage hubs to reduce electricity and battery wastage.
- A scalable community based preventive health platform operating across the UK. The business aims to complement existing healthcare services by focusing on early risk detection, education, and behavioural change rather than treatment.
- Based in Uganda a hands-on vocational training and production programme for youth aged 18–35 who want to move from hustling to producing. Instead of classroom heavy theory, participants learn by building real, marketable products that address local demand and reduce reliance on imports.
- A personalised walking app designed to make everyday walks more interesting and structured to support wellbeing and build community with little cost to the participant.

The above entrants link to the following SDGs:

- SDG 3: Good Health and Wellbeing
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth

- SDG 9: Industry, Innovation and Infrastructure
- SDG 12: Responsible Consumption and Production



Black Leadership Programme in partnership with 10,000 Black Interns Foundation

This event provided ULSB students with the opportunity to build employability skills and confidence but also to develop their own network, working in partnership with the 10,000 Black Interns Foundation. The Foundation's mission is to unlock opportunity where black talent thrives and to achieve the vision of black talent being just talent. They envisage a future where lack of representation is no longer a talking point and opportunity is everywhere. A future where inclusion is lived, and equity is embedded into the systems that shape work.

The above event links to the following SDGs:

- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 8: Decent Work and Economic Growth
- SDG 10: Reduce Inequality Within and Among Countries
- SDG 17: Partnerships for the Goals



Continue telling your story

Accreditations and Memberships held by University of Leicester School of Business (ULSB)

University of Leicester School of Business (ULSB) – Accreditations and Memberships

UN Principles for Responsible Management Education

ULSB has been a member of PRME since 2009 and has completed eight SIP reports. These are available here: <https://www.unprme.org/school-of-business-university-of-leicester/>

AACSB (Association to Advance Collegiate Schools of Business)

ULSB is a member of The Association to Advance Collegiate Schools of Business (AACSB). As the world's largest business education alliance AACSB connects educators, students, and business to achieve a common goal: to create the next generation of great leaders. Synonymous with the highest standards of excellent since 1916, AACSB provides quality assurance, business education, intelligence, and professional development services to over 1,500 member organisations and more than 785 accredited business schools worldwide.

Athena Swan

In January 2023, ULSB was awarded the Athena Swan Bronze Award, demonstrating its commitment to equal opportunities for all students and members of staff. Athena Swan is a charter scheme seeking to address issues of gender inequality in higher education. It was launched in 2005 with an initial focus on addressing the low numbers of women in science, technology, engineering, maths and medicine (STEM). In May 2015 Athena SWAN was expanded to recognise work undertaken in arts, humanities, social sciences, business and law, as well as in professional and support roles. The charter now recognises work undertaken to address gender inequality more broadly, and not just barriers to progression that affect women.

EQUIS (EFMD Quality Improvement System)

ULSB is a member of EQUIS the leading international system of quality assessment, improvement and accreditation of business schools.

AMBA (Association of MBAs)

The Association of MBAs is the global standard for all MBA, DBA and master's degrees programmes and currently accredits programmes from the top 2% of business schools in over 70 countries. Our MBA, MSc Management, MSc International Management and MSc International Business programmes are accredited by AMBA.

The European Foundation for Management Development (EFMD)

ULSB is a member of The European Foundation for Management Development (EFMD). EFMD is one of the key business schools' networks in the world and being part of the network brings many opportunities for faculty and student exchanges, knowledge sharing and collaboration.

Chartered Association of Business Schools (CABS)

ULSB is a member institution of CABS, the representative body for all leading business schools in the UK. It supports the integrate of responsible management education, sustainability, and ethical leadership into ULSB's curricula and research. CABS offer professional development to staff in ULSB, provide invaluable networking within the business school community and represent UK business schools to business and government.

Small Business Charter (SBC)

SBC is a national accreditation awarded by Chartered Association of Business Schools (CABS) to business schools who excel in supporting small businesses, student entrepreneurship and the local economy. It was developed by Lord Young, the Department for Business, Innovation and Skills, and the Chartered Association of Business Schools. ULSB has been Small Business Charter accredited since 2014.

ULSB also has courses and programmes accredited by a number of different professional bodies, including:

- Chartered Institute of Marketing (CIM)
- Association of Chartered Certified Accountants (ACCA)
- Chartered Financial Analysis Institute (CFA)
- Chartered Institute of Management Accountants (CIMA)
- Institute of Chartered Accountant in England and Wales (ICAEW)
- Institute of Chartered Accountants of Scotland (ICAS)
- Chartered Institute of Personnel Development (CIPD)

<https://le.ac.uk/school-of-business/about/accreditations>



Practice

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

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Sustainable Food Policy

Policy Documents Related to RME and/or Sustainability

Environmental stewardship policies

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

Sustainability strategy or strategic plan

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

Sustainable food policies

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

Travel policies

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

Water safety plans

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

Travel benefits and discounts

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

Employee equity, diversity, inclusion

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

Responsible procurement policies

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

Organisational Development Training

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

Buildings and real estate - Building design guides

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

Greenhouse gas emissions

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

Zero-waste guides - Waste management policies

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

Carbon reduction or offset commitments

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

Climate action plan

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

Curriculum guidelines

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

Practice Voices

The following statement from stakeholders at School of Business, University of Leicester demonstrates our commitment to sustainable and responsible practices.

Brookfield Campus Sustainability and Responsible Operations Report for UN PRME - Ruth A. Daly, ULSB Director of Operations

Over the past year, the School of Business has made a number of practical improvements to the Brookfield campus that demonstrate our commitment to sustainability, responsible operations and the wider aims of the UN Principles for Responsible Management Education (PRME). These developments support more sustainable ways of working, reduce environmental impact, and encourage staff and students to make responsible choices in their daily campus life.

1. Energy Efficiency and Carbon Reduction

A key area of progress has been the improvement of energy efficiency across the Brookfield estate. Three of our large buildings - Mallard, Kingfisher and Heron - now have 100% LED lighting with controls installed. This contributes to lower electricity consumption, reduced maintenance requirements and a more sustainable working and learning environment.

In addition, a design plan has been agreed for the implementation of Solar PV across three buildings: Mallard, the Teaching Centre and Heron. Approval and installation are expected in the coming financial year. This will strengthen the campus's ability to generate renewable energy on site and support the transition to lower-carbon operations.

A heat decarbonisation plan has also been developed, setting out a pathway to move away from fossil fuel-based heating. This is an important step in supporting institutional carbon reduction ambitions and embedding responsible environmental practice within campus infrastructure.



2. Sustainable Travel and Low-Carbon Commuting

While electric vehicle charging is currently available on the main campus, there is not yet equivalent provision at Brookfield. Suitable locations for EV chargers at Brookfield have now been identified, and implementation is anticipated in the coming financial year. This will improve access to low-carbon travel infrastructure and support staff using electric or hybrid vehicles. The University also operates a salary sacrifice scheme that enables staff to access a fully maintained and insured electric or hybrid car through Tusker. The planned installation of EV chargers at Brookfield will complement this scheme by making sustainable vehicle use more practical for staff based at, or visiting, the campus.

Sustainable commuting is also supported through the University's Cycle2Work salary deduction benefits scheme. Staff can exchange part of their salary for a new bicycle and accessories, up to the value of £4,000. Brookfield provides good-quality undercover cycle storage, alongside shower facilities in staff buildings, helping to make active travel a more accessible and convenient option.

3. Responsible Consumption and Community Benefit

A community fridge was installed during the year to reduce food waste and support the campus community. Unsold packaged food from the Brookfield cafeteria can be deposited in the fridge and made available free of charge to staff and students. This initiative promotes responsible consumption while also offering a practical benefit to members of the School community.

4. Contribution to PRME Principles

These initiatives demonstrate progress against PRME's emphasis on responsible and accountable management practice, particularly through the way the School manages its own operations, infrastructure and campus environment. By investing in energy efficiency, renewable energy planning, sustainable travel, decarbonisation and responsible consumption, the School of Business is strengthening the connection between its values, operations and contribution to sustainable development.

Looking ahead, the priorities for the next financial year are to progress approval and implementation of Solar PV, install EV charging provision at Brookfield, and continue embedding low-carbon and community-focused initiatives into the day-to-day operation of the campus.



Share

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



Engagement Opportunities

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

- ❖ Boards and advisory committees
- ❖ Community events and consultation forums
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

School of Business, University of Leicester 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

SIGNATORY

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Website

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