

2025 Sharing Information on Progress (SIP) Report

Edinburgh Business School

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	11
5. Values	14
6. Teach	20
7. Research	37
8. Partner	51
9. Practice	56
10. Share	61

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

Mission

Edinburgh Business School is a mission-led hub of business knowledge and research. With a long tradition of offering inclusive experiential learning for ambitious leaders of tomorrow, we leverage our campuses in Dubai, Malaysia, and Edinburgh to create maximum worldwide impact. Together, we make a difference.

We aim to be a global leader in accessible, practice-oriented education and research that promotes responsible business.

Vision

We strive to transform lives and organisations for the betterment of societies globally.

Strategy

0.3 Edinburgh Business School (EBS) Strategy

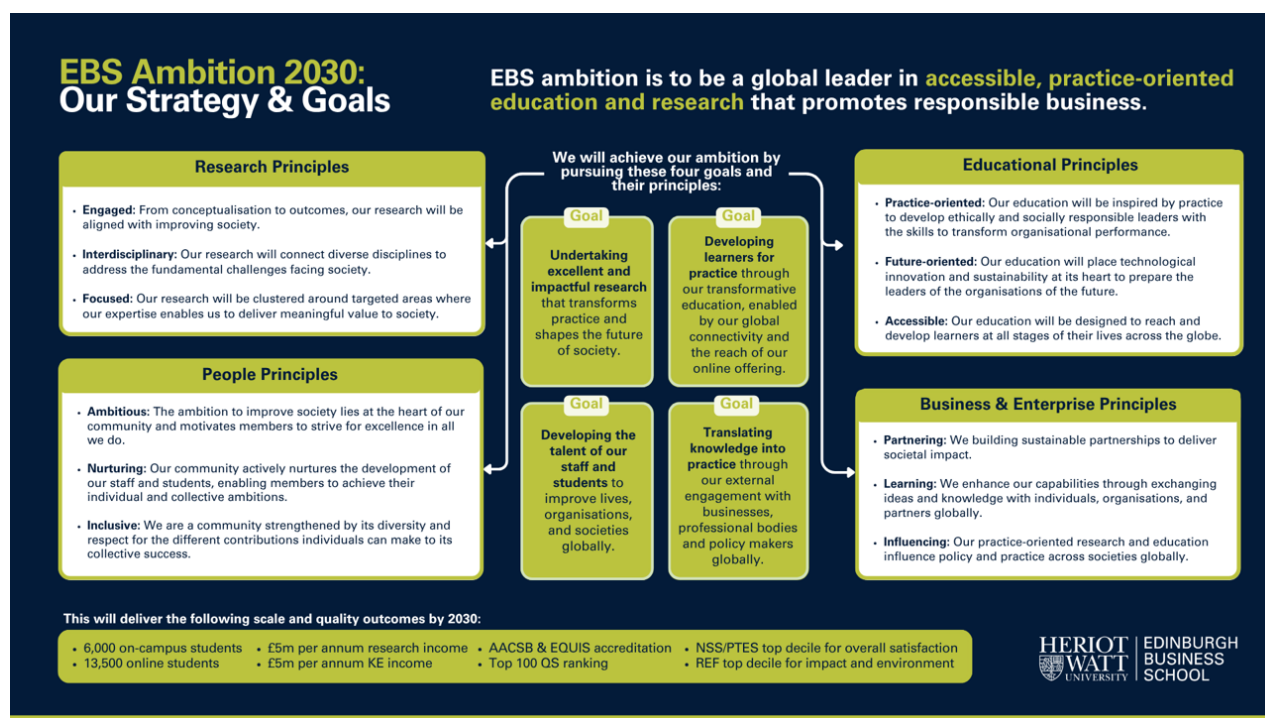
Edinburgh Business School (EBS) is one of six schools within Heriot-Watt University (HWU), therefore the school's strategy is aligned with the wider HWU Strategy 2025 (soon to be replaced by Strategy 2035).

EBS Ambition 2030 is to be a global leader in accessible, practice-oriented education and research that promotes responsible business. We will achieve this through pursuing four strategic goals:

1. Undertaking excellent and impactful research that transforms practice and shapes the future of society
2. Developing learners for practice through our transformative education, enabled by our global connectivity and the reach of our online offering
3. Developing the talent of our staff and students to improve lives, organisations, and societies globally
4. Translating knowledge and practice through our external engagement with businesses, professional bodies and policy makers globally.

Achieving these goals will enable us to deliver our Key Performance Indicators by 2030.

Each strategic goal is underpinned by three core principles that inform how we work as a school and four detailed strategic plans (Research, Learning & Teaching, People and Business & Enterprise).



Full details are in the attached EBS Purpose, Goals and Strategy slides.

EBS - Purpose, Ambition and Strategy

View document Download document

Strategy Alignment

0.4 Strategy Alignment

EBS Ambition 2030 aligns closely with advancing sustainable development, the common good, and quality education. Our mission is to 'be a global leader in accessible, practice-oriented education and research that promotes responsible business'.

We are focusing our societal impact on three core areas (linked to UN Sustainable Development Goals):

- SDG 4 - Quality Education
- SDG 8 - Decent Work and Economic Growth
- SDG 12 - Responsible Consumption & Production

The following are specific examples of how we are pursuing sustainable development in these focal areas:

• **Quality Education**

- Ensuring widening access to on-campus education across our three global locations
- Providing high-quality, accessible, asynchronous online education globally
- Partnerships to increase access to education across the globe (new partnerships being established in Tanzania, Zambia, and Ghana)
- Establishing the Institute of Work Integrated Learning to promote practice-oriented learning
- Scholarships to promote business education in developing economies (Zambian Women, Lebanese refugees)
- Online education offers performance-based admissions and differentiated pricing
- Capacity building in logistics and supply chain in Africa with The Kuehne Foundation

• **Decent Work and Economic Growth**

- Centre for the Transformation of Work (CTW) focuses on three key themes:
 - Equitable, inclusive workplaces
 - Socially responsible and accountable organisations
 - Sustainable working lives
- UKRI ESRC grant to create an Equality, Diversity, and Inclusion Caucus (EDICa). The project aims to advance the creation of inclusive research and innovation cultures enabling diverse researchers and innovators to access and thrive in careers across the research and innovation ecosystems
- UKRI EPSRC grant to collaborate on the Equality, Diversity and Inclusion Hub+. EBS academics are leading the work on neurodiversity
- The Women at Work Research Lab advances thought leadership on gender equality in the workplace, particularly in the UAE

• **Responsible Production and Consumption**




- Centre for Sustainable Logistics
- Twinning for Decarbonising Transport (TransiT)
- Industrial Decarbonisation (IDRIC)
- Circular Chemical Economy
- Zero Emission Cold Chain
- The Intelligent Automation Systems Lab explores AI and automation in organisational systems
- Centre for Sustainable Finance
- Sustainable and Circular Innovation Lab

Graduates & Enrollment




2024 Statistics	Number
Graduates	2438
Faculty & Staff at the University	2929
Faculty & Staff at the Institution	242
Student Enrollment at the University	24890
Student Enrollment at the Institution	8915
Undergraduate Attendance	3095
Masters-Level Postgraduate Attendance	5400
Doctoral Student Attendance	420

Degrees Offered




Bachelor Programs

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

Masters Programs

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

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)
-  Doctor of Business Administration (D.B.A.)
-  Doctor of Philosophy (D.Phil.)



Purpose

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

Letter of Commitment



27 August 2025

Adoption of the Principles for Responsible Management Education

To our stakeholders,

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

Sincerely yours,

A handwritten signature in black ink that reads 'Angus Laing'.

Professor Angus Laing FRSA
Executive Dean
Edinburgh Business School and School of Social Sciences
Heriot-Watt University

Edinburgh Business School

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2019 & 2021

Definition of Purpose

We define PURPOSE as achieving our mission of “being a global leader in accessible, practice-oriented education and research that promotes responsible business”. Our global campuses and ecosystem of partners enable us to enhance our impact in three focal SDGs (quality education, reduced inequalities, and responsible consumption and production).

Institutional Engagement

26% - 50% of faculty at Edinburgh Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



How We Define Values

We define VALUES as acting with integrity and transparency, shaping decisions, teaching, and researching to serve people and protect the natural world. Across our campuses, we work collaboratively to create lasting benefits for communities and ecosystems, ensuring today's choices support a fairer, more sustainable future.

Who Champions Responsible Management Education at Our Institution

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

Student Awareness

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

Student Engagement

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

Celebrating Values

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

2.3 Values - INSPIRE

Dr Xihui Chen, an environmental management specialist in Edinburgh Business School's Accountancy, Economics & Finance department, is making waves in the world of practice-oriented teaching and research. While her scholarship is world-class, her commitment to elevating and inspiring her peers and colleagues is exceptional. Here is how Chen is making a difference.

Chen is passionate about peer-reviewed research and views it as a pivotal part of academia. 'Firstly, peer-review ensures the quality and credibility of the research findings,' explains Chen. 'The peer-review process involves subjecting a research paper to scrutiny by experts in the field, providing valuable feedback to enhance its rigor and validity.' For Chen personally, participating in peer-reviewed research is an opportunity to contribute to academic discourse, share novel insights, and receive constructive feedback from her esteemed peers. 'It allows me to refine my ideas, validate methodologies, and ultimately improve the overall robustness of my work.'

Chen specialises in climate governance, environmental policy, green innovation, and sustainability. Her research aims to contribute valuable insights and solutions to address pressing environmental challenges. By delving into the intricacies of climate governance and exploring innovative approaches to sustainability, her goal is to provide practical contributions that can inform policy-making, drive green innovation, and foster a more sustainable society. She is committed to bridging the gap between research and practice, ensuring that her work positively impacts the broader community and contributes to building a more environmentally conscious and resilient future.

'In the realm of environmental management research, peer-reviewed publications are essential for disseminating knowledge, influencing policy decisions, and driving positive change,' notes Chen. 'Rigorous peer review contributes to the establishment of a reliable knowledge base, fostering a deeper understanding of environmental challenges and effective strategies for their mitigation. It is a cornerstone in building a credible and impactful body of research that can guide sustainable practices and policies for environmental management.'

Chen's passion for environmental management research and her active role in the research community have not gone unnoticed. Recently, Chen was recognised as one of the 'Excellence in Review 2023' awardees by the Journal of Environmental Management (JEMA). She commented on the award as being a testament to her commitment to advancing environmental management research through diligent and insightful peer review contributions. 'I am grateful for the opportunity to contribute to the scholarly community and play a role in shaping the future of environmental management,' she said.

2.3 Values - COLLABORATE

Collaborating with colleagues, Edinburgh Business School's Associate Professor Shujaat Mubarik shared his research and understanding of supply chain mapping of the EV charging infrastructure at the second-ever Symposium on Battery Electric Vehicles held in May 2024.



The Symposium was hosted by Lancaster University's Suleman Dawood School of Business in Pakistan, and co-hosted by The World Bank, International Finance Corporation (IFC), and Higher Education Commission Pakistan (HEC). Experts from federal and provincial governments, industry, academia, and development partners leading Pakistan's electric mobility transition, and international experts shared lessons from around the globe.

Beside various speakers, the symposium had two key panels:

- This first panel of the session explored industry perspectives on demand, supply, and the financing of charging infrastructure. The discussion covered a range of crucial topics, from analysing local demand patterns to tackling supply chain complexities and examining innovative financing models for EV charging setups.
- The second panel explored the global landscape of EV adoption, evaluate various policies and regulations, and showcase cutting-edge technological advancements that are driving the industry forward.

2.3 Values - BELONG

Alumna/Faculty Duo Deliver Award-Winning Analysis in Sustainability Research

The Watt Club is Heriot-Watt's graduates' association. Founded in 1854, it is understood to be the oldest alumni association in the UK. Fostering a sense of worldwide belonging is central to the spirit of Heriot-Watt.

In Summer of 2024, former EBS student Antonia Voigt (MA IBM w/ Year Abroad, 2019) and Associate Professor Dr Andrew MacLaren won the British Academy of Management Sustainable & Responsible Business SIG Best Full Paper award with their paper addressing approaches to integrating

sustainability in UK Universities. The paper, 'The Paradox of Control: A Complex Systems View on Sustainability Approaches in UK Universities,' offers critical insights into how universities can meaningfully and authentically incorporate sustainability into the way they operate



In the paper, Voigt and MacLaren point out that Higher Education Institutions (HEIs) have evolved from passive actors to key contributors in the movement towards global sustainability. However, progress towards a sustainable future has been hindered due to a lack of data and insufficient approaches to theoretical analysis and frameworks.

To address these issues, Voigt and MacLaren leveraged a complex systems approach and indexed the sustainability commitment of every HEI in the UK, determining how over 140 universities prioritise and integrate sustainability. By conducting further analysis of strategic meeting minutes from 67 universities and holding interviews with sustainability managers belonging to 25 institutions, their study provides a comprehensive analysis and thought-provoking findings around current practices in sustainability in higher education.

The study uncovers a paradox: when universities loosen their control over sustainability efforts, especially by investing in research and teaching, they create the conditions for successful organisational change. This reveals an inverse relationship between control and sustainability impact. According to the study, the most effective strategies embed sustainability within core activities like research, acknowledging the complexity of sustainable transformation. In contrast, less successful universities focus mainly or only on controlling operational factors, such as the carbon footprint of campus buildings.

MacLaren said: 'Overall, we found that universities who align their approach to sustainability with their research and teaching are often more sustainable than those who focus on purely operational elements like solar panels and electric vehicles.'

2.3 Values - CELEBRATE

Heriot-Watt University is guided by four core values: **Celebrate, Inspire, Collaborate and Belong.**

These values are integral to the university's strategy and approach, aiming to foster an inclusive and supportive environment, emphasising collaboration across its campuses and with industry partners to address global challenges and enhance educational experiences.

There was success for EBS at the 2024 Heriot-Watt University PRIME Awards, which took place during our institutional Celebration Week, celebrating engaging and impactful research projects and a team who are having impact on the world around us.

The Principal's Research Impact and Engagement Awards, or PRIME Awards, recognise outstanding achievement, innovation and creativity in impact and public engagement with research; celebrating activities with the potential to create economic, social, environmental and cultural impact from research, and engage broad publics, new stakeholders and underserved audiences.

An EBS Team, with research on the Circular Chemical Economy, won the Sustainable Futures category, which recognises a research project or team that has 'strived for and can evidence the development of innovative technological solutions to contribute towards attainment of the UN Sustainable Development Goals'. The winners from Edinburgh Business School were: *Umit Bititci; Bing Xu ; Parinaz Pourrahimian; Melissa Marques-McEwan; Yingfang Yuan; Wei Pang; Qianqian Ma; Behrouz Arabi; Rossen Kazakov*





Teach

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



How We Define Teach

We define TEACH as integrating responsible management thinking into our teaching and practice, linking theory with real-world challenges and opportunities. Through case studies, experiential projects, and collaboration with diverse partners, our students engage with urgent social, economic, and environmental issues, cultivating the skills and mindset to lead with purpose and value in complex, interconnected contexts.

Courses that support RME

Edinburgh Business School reports 14 courses in 2024 that support responsible management education and sustainable development goals.

Green and Sustainable Logistics

| C11GL

Throughout Green and Sustainable Logistics, postgraduate students apply what they have learned to real situations, helping them to develop critical thinking, problem-solving and communication skills, while exploring key issues in green and sustainable logistics. Key teaching methods include: Board game simulation using Business on the Move, which allows students to role-play various supply chain actors and experience complex decision-making in a simulated business environment. Students particularly enjoy this interactive approach; Role-playing exercises where students work in groups on real-world cases. For example, they collaborate on developing solutions for last-mile delivery challenges in Edinburgh, applying responsible and sustainable logistics practices; Case study-based assessments where students select real businesses and investigate sustainability challenges. They conduct interviews with local business owners, identify problems (e.g. greenwashing, packaging practices in companies like Amazon), and propose solutions; Creative outputs: Students present their findings through innovative formats such as video cases or podcasts, enhancing their communication, analytical, and problem-solving skills.

Students become more aware of the real sustainability challenges facing businesses today. They develop problem-solving skills by working on real cases with local businesses. The interactive activities help build teamwork, communication, and decision-making skills. Students enjoy the creative assessments, such as making videos or podcasts, which improve their confidence in presenting ideas. They gain practical experience in applying responsible management concepts to real-world situations, which prepares them for their future careers.



Sustainable Business

| C17SB

Sustainable Business concentrates on global issues and what businesses can do to address social inequality, but a broad understanding of economics, political science, environmental challenges, and ethics is also crucial. It provides direction and purpose for any business aiming for sustainable practices. Throughout the course, students will learn to distinguish between different types of sustainability, the principles that underpin sustainable practices, and the significance of sustainability in business activities. The aim of Sustainable Business, a first-year undergraduate course, is to give students a basic understanding of systems thinking on a global scale, the concept and principles of sustainability, and their connections to business challenges and opportunities, as well as ethical decision-making and the importance of sustainable business practices. Students participate in the theory through experiential learning and reflection. By employing Kolb's reflective model and action learning, students address complex business problems through reflection and discussion. The coursework includes a section for students to reflect on the course content, process, and outcomes. Ultimately, this fosters a change in students' concepts and mindset regarding sustainability.

In the coursework, there is a section for students to reflect on the course content, process, and product. This demonstrates that the impact made on students is a change in their concept and mindset regarding sustainability and CSR.



Supply Chain Risk and Adaptation

| C11SA

Supply Chain Risk and Adaptation is a postgraduate course, which aims to equip students with the knowledge and skills to effectively manage supply chain risks and build resilient supply chain systems, enabling them to navigate the complexities of the modern business environment. In today's globalised and interconnected business environment, the ability to identify, assess, and mitigate risks is critical for the success and sustainability of any organisation. This course is designed to equip students with the knowledge and skills necessary to navigate the complex landscape of supply chain risks and to build resilient supply chain systems. The course explores various risk management frameworks and approaches specifically tailored to the logistics and supply chain field. Students learn to apply risk identification and assessment tools to proactively manage potential disruptions. They also analyse different supply chain response and mitigation strategies, enabling informed decisions to be made in the face of specific risks. One of the key focuses of this course is the evaluation of resilient supply chains within the contemporary business context. Students learn the importance of building flexibility and robustness into supply chain systems to withstand and recover from disruptions. Furthermore, emerging risk megatrends, such as geopolitical instability, technological

advancements, and environmental challenges are appraised. Teaching on this course employs a blend of interactive teaching methods to ensure a comprehensive learning experience. This includes a range of experiential and problem-based learning activities that require students to work in small groups during lectures and tutorials to explore and solve logistics and supply chain problems. In each Module on Canvas, our virtual learning environment, students find a range of learning materials and instructions to guide their progress through a number of tasks and activities to support their learning and to prepare them for lectures and tutorials. During lectures, you will be introduced to fundamental concepts and theories, setting the stage for deeper exploration. In tutorials, students delve into these ideas as a class or in break-out groups, applying what they have learned to practical scenarios. Active participation and preparation are key. It is essential that students come to each session fully prepared, having read any case study or other learning materials in advance. This ensures students are ready to contribute to discussions and activities, making the most of our collaborative learning environment.

The key aspects of the impact the course is making on students are: - Enhances critical problem-solving skills - Develops professional teamwork competencies - Bridges theory-practice gaps - Prepares industry-ready professionals

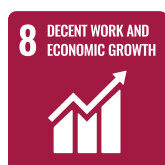


Introduction to Public Choice and Welfare Economics

| C29PW

Introduction to Public Choice and Welfare Economics is an undergraduate course, which embodies the TEACH principle by integrating responsible management concepts throughout its exploration of normative foundations for policymaking, market failures, and institutional constraints. Students are introduced to ethical frameworks such as utilitarianism, egalitarianism, and libertarianism, and are encouraged to critically engage with policy interventions through the lens of both efficiency and equity. Interactive weekly tutorials support this transformation by requiring students to actively participate in classroom experiments, present findings, and engage in structured debates on real-world applications of lecture topics. These practices develop not only technical knowledge but also ethical awareness, reflective thinking, and collaborative problem-solving, key tenets of responsible and transformative management education.

The Course aims to equip students with a deep understanding of ethical frameworks, market failures, and policy design. These are skills that extend well beyond the classroom. The impact of this course is evident in student outcomes: several former students who pursued careers in the Scottish Government and the Civil Service have shared how the material covered, especially on normative analysis and market failures, proved directly useful during their interview process.



Management Consultancy

| C11BC

Management Consultancy, a postgraduate course, exemplifies the TEACH principle by embedding responsible management practices into its curriculum, focusing on sustainable organisational change and the role of ethical change agents. Through a blend of theoretical foundations and experiential learning—via lectures, tutorials, and reflective practice—students critically engage with real-world consultancy challenges. The course cultivates both hard and soft skills, empowering students to become thoughtful, effective contributors to organisational transformation from the outset of their careers.



Sustainable Marketing

| C11SK

Sustainable Marketing is a postgraduate course. It aims to: examine sustainability from the perspective of the consumer and the organisation; explore and understand key consumer behaviour issues affecting sustainability; critically evaluate a range of barriers that exist to consuming sustainably and critically evaluate a range of strategic and tactical options available for organisations wanting to market sustainably. The course is delivered using a two hour lecture and a one hour tutorial per week, covering ethics and sustainable marketing topics. The tutorials are devoted to answering questions/providing feedback on students' weekly reflexive reports, and discussing videos, case studies or other publications on marketing-related ethics and sustainability. There are two assessment components on this course. The first assessment is an individual reflexive diary, structured to ensure active learning and students' individual critical reflection on marketing-related sustainability content they have learnt on the course each week. The second assessment is a report, which focuses on using a sustainability framework to establish how behavioural change might be achieved for a company or organisation of the student's choice.



Sustainable Finance

| C31SF

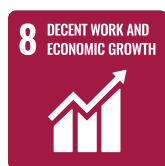
Sustainable Finance is a postgraduate course which incorporates a range of pedagogical approaches.

Active Learning: Students are not passive recipients of information; they engage directly with complex sustainability challenges through case analysis, debates, group exercises, and empirical assignments that stimulate higher-order thinking. **Blended Learning:** The course combines in-class lectures and tutorials with digital content delivered through Canvas. Pre-reading, online discussions, digital feedback, and formative materials ensure learning continues beyond the classroom. **Case Method:** Weekly tutorials and lectures incorporate real-world cases (e.g., Climate Action 100+, IMF/World Bank Green FSAP) to help students contextualise theoretical models in practice and evaluate sustainable finance tools in action. **Collaborative Learning:** Tutorials and workshops are designed for small-group interaction, encouraging peer-to-peer dialogue, cooperative problem-solving, and exchange of perspectives, fostering inclusive and cross-cultural engagement across global campuses.

Competence-Based Education: Assessments are explicitly mapped to Course Learning Outcomes (CLOs), ensuring students develop and demonstrate specific competencies in ESG evaluation, sustainable investment strategies, and regulatory analysis. **Flipped Classroom:** Students engage with core materials (readings, videos, and data) in advance of class, enabling sessions to focus on discussion, problem-solving, and application rather than passive content delivery. **Inquiry-Based Learning:** Empirical projects encourage students to form research questions, explore ESG datasets, and construct evidence-based arguments about sustainability integration in finance. **Learner-Centred Pedagogy:** The course allows flexibility in learning pathways, supports diverse learner needs, and provides individual feedback mechanisms to guide academic development and self-directed learning. **Problem-Based Learning:** Students analyse current global financial sustainability problems and propose solutions through structured tasks, integrating academic knowledge with practical and ethical considerations. **Project-Based Learning:** Both coursework assessments are structured as substantial, real-world oriented projects that require students to explore, evaluate, and communicate sustainable finance issues in depth. **Student-Centred Learning:** Course design emphasises autonomy, relevance, and engagement, with content that reflects current global priorities and gives students a voice through discussions, feedback forums, and personalised guidance.

Real-World Readiness: Students develop practical skills by engaging in real-world case studies, ESG data analysis, and empirical projects. This equips them with tools used in sustainable investing, risk management, and responsible financial decision-making. **Critical Thinking and Ethical Awareness:** Through discussions on ESG integration, climate risk, and sustainable regulations, students are encouraged to question traditional finance paradigms and adopt a values-based approach to finance. **Confidence in Data and Policy Analysis:** The course builds analytical competencies by exposing students to climate and ESG datasets, policy frameworks, and regulatory tools—enhancing their data literacy and policy interpretation skills. **Global Mindset and Cross-Cultural Engagement:** Delivered across Edinburgh and Dubai campuses with a shared global teaching team, students are part of diverse cohorts, which fosters intercultural dialogue and a global perspective on sustainability

challenges. Enhanced Employability and Purpose-Driven Careers: Students are empowered to align their careers with sustainability principles, entering finance roles with an understanding of ethical investing, sustainable banking, and the SDGs. Active Engagement and Ownership of Learning: Using flipped classrooms, project-based learning, and inquiry-based assessments, students take ownership of their learning journey and contribute creatively to sustainability solutions.



Climate Risk Management

| C31RC

In Climate Risk Management, our postgraduate students are exposed to a variety of learning approaches. Active Learning: students participate in discussions, simulations, data analysis exercises, and peer review activities. Tutorials are structured around active group engagement and applied problem-solving based on real-world climate challenges. Blended Learning: The course integrates face-to-face lectures and tutorials with digital components on Canvas, including readings, case materials, online discussions, and formative feedback. Students can revisit concepts and deepen learning asynchronously. Case Method: Weekly tutorials are built around case studies (e.g. FTSE Russell climate risk, TCFD disclosures), encouraging students to apply theoretical concepts to real-world financial and regulatory scenarios. Collaborative Learning: Students collaborate in small breakout groups during tutorials to analyse sectoral risks, evaluate modelling tools, and simulate regulatory responses—developing teamwork and communication skills. Competence-Based Education: Assessments are mapped directly to Course Learning Outcomes (CLOs), ensuring students develop practical skills in climate risk modelling, scenario analysis, regulatory evaluation, and governance integration. Flipped Classroom: Pre-class materials such as readings, frameworks, and datasets are provided via Canvas, allowing classroom time to focus on deeper discussion, practical application, and case problem-solving. Student-Centred Learning: Course design allows students to choose sectors or regions for their projects, promoting ownership and personalisation. Feedback mechanisms (drop-ins, forums, rubrics) support diverse learner needs and self-improvement. Inquiry-Based Learning: Empirical projects require students to pose research questions, explore datasets, critically assess frameworks (e.g., TCFD, IIGCC), and propose context-specific climate risk management strategies. Learner-Centred Pedagogy: Instruction prioritises relevance, choice, and empowerment. Assessments are authentic and encourage creativity, critical thinking, and alignment with students' personal and professional interests. Problem-Based Learning: Students address multifaceted, real-life problems such as measuring transition risk in financial portfolios or embedding climate governance in institutions, with solutions developed through structured group work and independent analysis.

The impact which this Course makes on students can be summed up as follows: Real-World Preparedness - Students gain hands-on experience with climate risk frameworks (e.g. TCFD, stress testing, scenario analysis), preparing them for roles in risk, ESG, and sustainable finance within global financial institutions. Systems Thinking & Interdisciplinary Understanding - Through sectoral case studies and scenario modelling, students develop the ability to understand and evaluate the complex interdependencies between environmental, economic, regulatory, and financial systems. Critical and Ethical Thinking - The course challenges students to critically assess institutional responses to climate risk, uncover regulatory gaps, and reflect on the ethical dimensions of climate finance, governance, and disclosure. Data & Policy Literacy By working with real-world data and global policy frameworks, students enhance their ability to interpret, evaluate, and apply evidence in shaping resilient and sustainable financial strategies. Global and Local Awareness - Delivered across two campuses (Edinburgh and Dubai), the course encourages cross-cultural dialogue and a nuanced understanding of climate risk in diverse geographic, regulatory, and socio-economic contexts. Confidence in Communication - Through assessments requiring strategy documents and risk plans, students build their ability to communicate complex climate issues to both technical and non-technical stakeholders. Empowerment to Lead - Students leave the course with a clear understanding of how they, as future finance professionals, can drive change through risk governance, policy advocacy, and sustainable investment practices.



Responsible Marketing

| C19RM

Responsible Marketing is an undergraduate course which aims to critically explore some of the many tensions and complexities inherent in marketing and consumer behaviour today. It examines the current debates around the benefits, harms and unintentional consequences of marketing and consumer actions, and develops insights to the challenges of embedding responsible marketing and consumer behaviour within everyday practice. The course exposes students to a range of ethical issues in marketing theory and practice, and using concepts, theories and frameworks that facilitate the analysis of responsible marketing dilemmas, it encourages them to develop their self-reflective, informed understanding and perspectives on these matters. Students are tasked with engaging with a range of academic and industry sources to support analysis of real-world challenges in the context of responsible marketing. The course reading, lectures and tutorials combine to develop awareness of a range of contemporary real-world marketing problems and solutions.

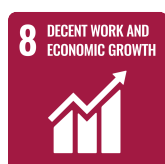
Students are strongly encouraged (through assessment) to reflect on their own consumption and sustainability practices within the context of marketing. Students reflect on the effectiveness of real-world sustainability initiatives and related models from literature (eg Harm Chain).



Sustainable HRM

| C11HS

Sustainable Human Resource Management (HRM) is a postgraduate course which focuses on aligning people management with an organization's long-term environmental, social, and economic sustainability. This course examines how HRM practices can support responsible business strategies while promoting employee well-being. By embedding sustainability principles, organizations can build resilience, attract top talent, and enhance their reputation. Through case studies and discussions, students will learn to implement HRM strategies that not only drive business success but also make a positive impact on society and the environment. The course examines the paradoxes of current HRM practice and presents alternative policies and practices which can allow financial sustainability for the organisation, while reducing the harm on employees, their families and communities.

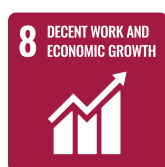


Managing Diversity in Business

| C11DB

Managing Diversity in Business is a postgraduate course, which introduces students to a selected set of key managing diversity areas. As such the subject deals with a central and critical area of contemporary management, both with regard to specialist HR management, but also concerning skills required by line and other managers/supervisors. The course starts with an introduction to different areas of diversity, looking at why managing diversity is central to organisations today and also looking at the benefits of diversity for organisations and individuals. The main topics covered within the course are as follows: recognising diversity, importance/ benefits of diversity; different areas of diversity such as gender, race/ethnicity, disability, age, sexuality, religion, digital discrimination, reflexive diversity and gendered impact of the pandemic. The course focuses on the labour market experiences of different minority social groups, the legislative framework; human resource management and equality; the business case for diversity; diversity initiatives such as positive action (UK) and positive discrimination (USA). The course also invites industry experts to share their experiences in relation to diversity management to add more practical understandings to the course delivery.

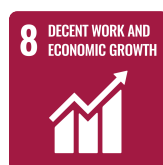
This course blends critical, transformative concepts/theories with practice through cutting edge research, the Course Leader's own research, as well as through critical management journal articles, case studies and news underpinned by the legal framework of the Equality Act 2010. The subject challenges culturally embedded gendered, racialised and biased normative understandings through critical awareness of EDI and diverse social groups, their protected characteristics in generating a transformative learning experience for the students. In a special workshop based on the Course Leader's own research on personal reflexivity and reflexive diversity, the students assess their own reflexive orientation and understand others' as well as engaging in a transformative reflexive experience that benefits their personal, educational, occupational and social lives. A summative assessment at the end of the course - a critical reflective essay - allows students to demonstrate their self-transformation, which is very much a student-centred learning exercise, reflecting their own backgrounds/their own choices, incorporating the international community this course attracts.



Contemporary Economic Policies and Institutions

| C28EP

Contemporary Economic Policies and Institutions, an undergraduate course, adopts a TEACH approach. T – Tell: introduce students to key institutions and policies shaping modern economies—central banks, welfare systems, and international bodies (e.g., IMF, EU). Present core themes such as fiscal and monetary policy, labour market institutions, inequality, globalization, and population ageing. Use real-world examples (e.g., post-COVID recovery, taxation, climate policy) to frame economic concepts. E – Explain: break down complex institutional arrangements (like how central banks make interest rate decisions or how social security systems work) using case studies. Use historical and comparative perspectives to explain why institutions differ across countries and how these differences affect policy outcomes. Clarify the interaction between theory and practice in economic policymaking, drawing on contemporary debates and empirical evidence. A – Assess: assess understanding through policy report, data-based assignments, and presentations where students analyse a specific institution or phenomenon. Encourage class discussions and small-group work to allow for peer learning and formative feedback. C – Clarify: Offer office hours, discussion forums, and feedback sessions to address confusion or deepen understanding of key concepts. Revisit challenging topics through repetition in new contexts (e.g., analyzing different policies through a common theoretical lens). Use visual aids to demystify institutional design and policy trade-offs. H – Help: support students from diverse backgrounds by integrating entry-level resources and scaffolding more advanced readings. Provide guidance on interpreting real data (e.g., using OECD or World Bank indicators) and critically engaging with policy documents.



Corporate Governance and Sustainability

| C31CG

Corporate Governance and Sustainability is a postgraduate course which combines theory and research with practical implications on all topics. It deals with the problems arising from the separation of ownership and control and how to resolve them in terms of governance mechanisms. Teaching includes lecture materials, tutorial questions, in class discussion groups, assessment of seminal research papers and industry practice focussed class exercises. The Chartered Financial Analyst (CFA) Institute's principles for investment ethics and sustainable investment are discussed in class. The focus includes how governance can contribute to a sustainable future for companies, countries and society, including stakeholder theory, the problems of alternative approaches and the UN Sustainable Development Goals.



Social and Environmental Accounting

| C38SE

Social and Environmental Accounting is an undergraduate course, which aims to equip students with a critical understanding of how accounting can be harnessed to address urgent social and environmental challenges. By centring the themes of sustainability, corporate social responsibility, and ethical investment, the curriculum critiques traditional accounting boundaries and repositions accounting as a tool for responsible management and societal impact. The course integrates both theoretical foundations and applied practice. Tutorials, case-based discussions, and group projects are designed to foster critical reflection on the role of accountants in promoting accountability, transparency, and stakeholder engagement which are essential pillars of responsible management. Students also explore and critique global frameworks such as the Global Reporting Initiative (GRI), the Social Accounting Standards Board (SASB), and the International Sustainability Standards Board

(ISSB). This allows them to understand the theoretical and practice-oriented approaches to address unsustainable practices and the international scope introduces learners to cutting-edge developments in sustainability governance and reporting.



Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Institutional recognition events
- ❖ Publication or research support
- ❖ Student-nominated teaching awards
- ❖ Professional development opportunities

Teaching Voices

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

3.3 Teaching Voice - C31SF Sustainable Finance

The postgraduate Sustainable Finance course exemplifies innovative and globally relevant teaching design that prepares students to address real-world sustainability challenges through financial leadership. The course integrates sustainability principles not just in content, but also in its pedagogical approach, assessment design, and use of technology:

Students explore complex global sustainability challenges using live case studies such as Climate Action 100+, green bond frameworks, and ethical dilemmas in ESG investing. These are used to simulate financial decision-making in high-stakes, uncertain contexts—mimicking real-world dilemmas.

Students are introduced to Bloomberg ESG dashboards and Refinitiv Workspace tools to explore sustainable investing data, corporate ESG metrics, green bond issuances, and market benchmarks. This exposure enhances their data literacy and aligns classroom learning with industry practices.

Rather than relying on traditional exams, students complete two empirical projects that assess their ability to analyse, interpret, and apply sustainable finance frameworks to real-world problems—building research, analytical, and communication skills.

Lectures introduce foundational theories, while tutorials and online platforms (Canvas, forums, drop-ins) support student-led exploration, debate, and peer exchange. Pre-class tasks, case readings, and post-class reflections promote deeper learning.

Co-delivered across Heriot-Watt's Edinburgh and Dubai campuses, the course supports intercultural learning and encourages students to consider regional variations in sustainability risks, finance regulation, and investment strategies.

Sustainability and responsibility are not treated as add-ons but embedded in every module—aligned with SDGs 4, 8, 9, 12, 13, and 16, and integrated into assessment criteria. Ethical reasoning and social impact are core themes throughout.

Students are challenged to ask meaningful questions, conduct research, and critically evaluate sustainability claims, preparing them to become informed, reflective, and responsible global citizens in finance.

3.3 Teaching Voice - C31RC Climate Risk Management

The Climate Risk Management postgraduate course is intentionally designed to go beyond knowledge transmission and instead empower students as future decision-makers who can actively contribute to climate resilience and sustainable transformation within the global financial sector. The following teaching strategies demonstrate its innovation and alignment with the Sustainable Development Goals (SDGs):

The course uses high-impact case studies (e.g., FTSE Russell, TCFD, carbon pricing models) to allow students to critically assess real-world climate risk scenarios and design mitigation strategies. Students simulate how institutions respond to complex and uncertain climate risk contexts.

Students conduct empirical investigations and develop climate risk management strategies for selected regions or sectors. These strategic projects require interdisciplinary inquiry, ethical judgement, and applied policy evaluation.

Teaching is supported by real-world data sources and climate risk frameworks such as TCFD, GARP, and carbon accounting standards. Students build digital literacy, scenario analysis capability, and evidence-based policy skills, which are key for climate finance careers.

Delivered across Dubai and Edinburgh, the course promotes global dialogue and exposes students to comparative regulatory approaches, institutional diversity, and the need for globally coherent responses to climate risk.

Climate action, sustainable development, and institutional governance are not isolated modules; they are embedded throughout the course structure, assessment, readings, and tutorials, fostering a sense of systemic responsibility and ethical finance.

The use of flipped classroom techniques, collaborative problem-solving, and peer feedback enables students to take ownership of their learning, engage critically with course materials, and co-construct meaning in interactive sessions.

The final project invites students to act as climate risk officers, policy advisors, or sustainable finance consultants, bridging theory and practice while cultivating leadership skills for a changing world.

3.3 Teaching Voice - C11GL - Green & Sustainable Logistics

Green and Sustainable Logistics is a 12-week course delivered in Year 3 of an undergraduate degree. It aims to develop both practice and theory-informed understanding of logistics and supply chain management; equip students with the methods, tools and techniques for managing logistics and supply chains; and develop skills in analysing and troubleshooting logistic chains and distribution networks in the context of industrial, commercial and public sector organisations.

Throughout the course, students apply what they have learned to real situations, helping them to develop critical thinking, problem-solving and communication skills, while exploring key issues in green and sustainable logistics.

Key teaching methods include:

- - Board game simulation using Business on the Move, which allows students to role-play various supply chain actors and experience complex decision-making in a simulated business environment. Students particularly enjoy this interactive approach
 - Role-playing exercises where students work in groups on real-world cases. For example, they collaborate on developing solutions for last-mile delivery challenges in Edinburgh, applying responsible and sustainable logistics practices
 - Case study based assessments where students select real businesses and investigate sustainability challenges. They conduct interviews with local business owners, identify problems (e.g. greenwashing, packaging practices in companies like Amazon), and propose solutions

- Creative outputs: Students present their findings through innovative formats such as video cases or podcasts, enhancing their communication, analytical, and problem-solving skills

The course is designed around active, experiential learning where students engage directly with real-world sustainability problems, through :

- - The Business on the Move board game, where students experience the complexity of supply chain decisions and understand the impact of responsible and irresponsible management
 - Case study projects, where students work with local businesses to identify and solve actual challenges related to sustainability, such as packaging waste, greenwashing, and last-mile delivery
 - The challenge-based assessment, allowing students to take ownership of their learning, work collaboratively, and apply theoretical knowledge to real situations
 - Creative outputs like videos and podcasts, which encourage students to communicate their ideas in innovative ways and think critically about how businesses can operate responsibly
 - Building skills which prepare students to face global challenges, including climate change, ethical supply chain management, and responsible business leadership

Students become more aware of the real sustainability challenges facing businesses today, in the following ways:

- - They develop problem-solving skills by working on real cases with local businesses
 - The interactive activities help build teamwork, communication, and decision-making skills
 - Students enjoy the creative assessments, such as making videos or podcasts, which improve their confidence in presenting ideas
 - They gain practical experience in applying responsible management concepts to real-world situations, which prepares them for their future careers

3.3 Teaching Voice - C17SB Sustainable Business

Sustainable Business is a 12-week introductory course for first-year undergraduates that aims to give students a solid foundation in understanding sustainability (past, present and future). It emphasises social, economic, and environmental challenges, along with business opportunities, covering key concepts such as principles of sustainability, systems thinking, and wicked problems. The course highlights their relevance to financial, employability, and ethical decision-making, underscoring the importance of sustainable business practices.

The tutorial activities focus on the practical application of knowledge. One session utilises Padlet to help students critically evaluate their skills for a sustainable career. The session has two main goals: firstly, students research various green jobs, creating a mind map to identify the necessary skills for sustainability careers, and secondly, they reflect on their skill gaps and discuss ways to improve, engaging in a personal development exercise.

Fostering Innovation



Somewhat

Teaching and learning at our institution moderately support innovation.

Experiential Learning



A lot

Our institution supports experiential learning significantly through teaching and learning.

Learning Mindset



To a great extent

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

Method of Teaching and Learning



Hybrid

Combination of in-person and virtual learning methods.

Barriers to Innovative Curriculum

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

- ❖ Accreditation constraints
- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Change fatigue

- ❖ Compliance and legal concerns
- ❖ Faculty expertise gaps
- ❖ Overloaded faculty
- ❖ Resource allocation challenges
- ❖ Scalability issues
- ❖ Time constraints
- ❖ History and institutional tradition

Barriers to Innovative Pedagogy

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

- ❖ Administrative hurdles
- ❖ Assessment rigor concerns
- ❖ Compliance concerns
- ❖ Faculty confidence gaps
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Scalability issues
- ❖ Time constraints
- ❖ Student engagement concerns
- ❖ Accreditation limitations
- ❖ Technology gaps



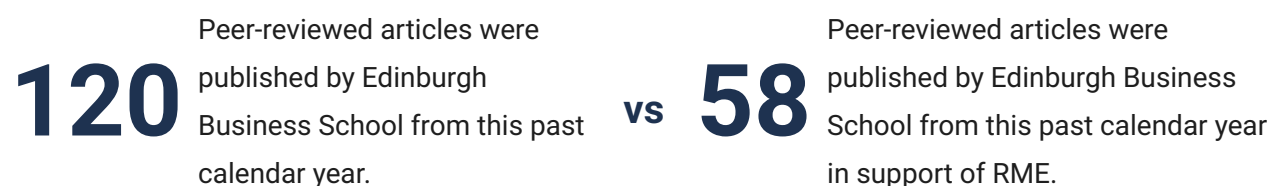
Research

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

How We Define Research

We advance RESEARCH as a creative and systematic endeavour that expands knowledge and drives practical innovation. Guided by the Frascati definition, we prioritise projects that address SDGs 4, 8, and 12, ensuring our work informs and inspires responsible management and education while delivering tangible benefits for society and the planet.

Research vs Research for RME/Sustainable Development



Research Funding

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



International

Socializing Research

In 2024, Edinburgh Business School contributed research findings to:

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

Research Projects

In 2024, Edinburgh Business School reported 4 research projects that implemented responsible or sustainable activities.

4.5 Research Project Fair Work for Gig/Platform Workers

Period Covering: January, 2024 - December, 2024

Department: Management | Human Resource Management

Led by Dr Pedro Mendonca, this work is based on a sequence of projects initially designed to explore the lived experience of gig/platform workers, but which has since grown to be an evaluation of such work in Scotland against the Fair Work Framework, a flagship Scottish Government policy to make Scotland a leading nation in fair work.

Based on a robust survey and interview methodology, the main outputs have been reports designed to influence government policy on such matters. Work is ongoing, in terms of public engagement and attempts to corroborate impact, but signs point towards important and significant changes to the Protection of Workers Act (2021), and, a contribution in terms of actionable language for further and new legislation.

Evidence has been submitted at the UK level to influence new legislation, with Dr Mendonca's research cited in the House of Commons Business & Trade Committee's report on the Employment Rights Bill.



4.5 Research Project Menstrual Health in the Workplace

Period Covering: July, 2023 - August, 2023

Department: Management | Human Resource Management

Funded by major investments from UK Research & Innovation (UKRI) and the British Academy, and led by Edinburgh Business School's Prof. Kate Sang, the Equality, Diversity & Inclusivity Caucus (EDICa) is leading international discussions on how work can be more inclusive for those experiencing problematic menstruation, whether they work in an office, a laboratory, in the Amazon or on an oil rig. By engaging with those experiencing problematic periods, employers, trade unions, learned societies, professional bodies, parliamentarians and governments, EDICa has inspired positive change to create menstruation- inclusive workplaces for a diverse range of women and trans/non-binary people.

Through menstrual health policies, menstruation and menopause champions, training male line managers, and engagement with policymakers, EDICa is leading debates on evidence-based interventions to improve employment outcomes for those who menstruate.

Research in EBS on how employers can support those experiencing problematic menstruation has been ongoing since 2017, offering unique intersectional perspectives on the lived experiences of those who menstruate and how employers and policymakers can do better. Key to our work is a grassroots approach, which embeds the intersectional lived experiences of marginalised and oppressed women, trans men and non-binary people. These voices are often neglected both in the workplace and in healthcare settings, and our work has helped to bridge the gap between women's voices, policymakers and practitioners.

EDICa is rooted in co-design, developing with marginalised and oppressed people organisational solutions to the exclusion of those who experience problematic menstruation. Through interviews, co-design workshops, training sessions, presentations to policymakers, significant media coverage (e.g. Yahoo, Times Higher, Personnel Today) and the production of management guides, our work has created not only menstrual health policies among employers but also communities of practice of menstrual health and menopause champions across the UK. Examples include menstrual health policies (Flotation Energy, the Buccleuch Estates), menstrual health toolkits (University of Manchester), menstrual health champions across the Medical Research Council (as well as training across UKRI) and the inclusion of menstrual products in field kits (the Lyell Centre).

We have also delivered menstrual health awareness sessions to the University of Bristol, Mobility, Scottish Gas Network, White Rose Network Café, Farrans Construction, Newcastle University, University of Edinburgh, University of Oxford, UKRI staff networks, and the Cross Party Group for Women's Health, Cross Party Group for Autism. Through these sessions we estimate we have 1,500 people working in a range of roles to upskill their understanding and line management practice supporting those who menstruate and experience menopause as well as wider stakeholders such as autism advocacy groups. We have created policies with employers which aim to improve the working lives of over 12,000 people in the organisations above.

A unique innovation of our work is with neurodivergent women. which has led to the first guidance on how to support neurodivergent women experiencing problematic menstruation. Our work has also been taken up by clinicians in the development of HOPE (Healthy, Optimal Periods for Everyone), a patient-facing resource on menstruation, including guidance on creating menstruation-friendly workplaces.

The research and our approach to engagement is upskilling managers and employers, improving understanding of menstrual health while building the evidence base for inclusion, and leading national and international debates on menstrual health at work, including the importance of intersectionality.



4.5 Research Project TransiT (Digital Twinning Research Hub for Decarbonising Transport)

Period Covering: January, 2024 - December, 2029

Department: Computer Information Systems | Business Analytics | Management

Building on the success of the Centre for Sustainable Road Freight, the EPSRC-funded TransiT programme is leading research and impact by defining the cyber-physical infrastructure and digital capabilities required for future transport systems. Jointly directed from Edinburgh Business School by Prof. Phil Greening, TransiT is actively contributing to key national digital twin and data-centric forums, including the Digital Twin Hub, DTNet+, DARE, and ENSIGN.

Through these contributions, TransiT is influencing the standards, governance models, and architectures that will underpin decision-making in an increasingly data-driven and complex transport environment.

TransiT also acts as a strategic convenor, engaging with over 70 stakeholders across government, industry, and academia. These include energy utilities, freight operators, local authorities, infrastructure managers, and technology providers. By co-developing interoperable models and shared ontologies, TransiT is accelerating innovation in the digital twinning and decarbonisation space and ensuring alignment between academic research and industry needs.



4.5 Research Project CircularChem

Period Covering: September, 2021 - December, 2024

Department: Finance

The chemical sector is a vital component of the UK economy, contributing over £28bn in value-added and £53bn in exports, making it the second-largest manufacturing industry. However, the industry remains highly linear, operating under a “take-make-use-dispose” model and relying heavily on fossil-derived petrochemicals. This results in high energy consumption, substantial CO2 emissions, and growing concerns over waste and pollution from end-of-life materials. To accelerate a systemic shift, the UKRI Interdisciplinary Centre for Circular Chemical Economy (CircularChem) was launched in 2021 as part of the £30m programme focussed on National Interdisciplinary Circular Economy Research (NICER).

Active throughout 2024, CircularChem brought together researchers from eight UK universities and over 200 industrial and international partners to build a more sustainable, circular future for the chemical industry. Edinburgh Business School's Professor Bing Xu led Theme 3: Policy, Society and Finance, which addressed the non-technological barriers to circularity-policy gaps, financial systems, business models and social dynamics with a focus on delivering actionable, real-world solutions. The project made significant progress.

First, a whole-systems perspective was promoted to foster alignment across stakeholders, exemplified by the recent publication of the NICER Insight Report. Second, through detailed case study analysis, key motivations, structural barriers, and seven critical system rules that support the development of self-organising circular business ecosystems were identified. Furthermore, the research has also provided valuable insights into how financiers are adapting their strategies to support the circular economy, offering practical guidance for businesses to de-risk their innovations and align with suitable funding pathways.

Public engagement has been central to the work of the Centre. By reaching over 3,000 citizens through national surveys, science festivals, school visits, and focus groups, the project has deepened understanding of public attitudes and strengthened societal support for circular solutions. In addition, executive education webinars have been delivered to more than 300 professionals, showcasing real-world examples of CE implementation and inspiring organisational change.

During 2024, these contributions were recognised through the Heriot-Watt University PRIME Sustainable Futures Award, reflecting a continued commitment to building a more resilient, inclusive, and sustainable future.



Publications Related to RME and/or Sustainability

4.8 Publication Sustainability Starts from Within: A critical analysis of internal marketing in supporting sustainable value co-creation in B2B organizations

| [DOI](#)

Authors: Dr David M. Brown (Heriot-Watt University, UK) | Chrysostomos Apostolidis (Durham University, UK) | Bidit Lal Dey (Brunel University, UK) | Pallavi Singh (Sheffield Hallam University, UK) | Alkis Thrassou (University of Nicosia, Cyprus) | Lefteris Kretsos (Brunel University, UK) | Mujahid Mohiuddin Babu (Coventry University, UK)

Date of publication: July, 2025

Department: Marketing

The role of value co-creation in embedding sustainability within B2B marketing is well-documented. However, little is known about how employees enact this value co-creation, or how they can be supported to do so by their organisations. This article addresses this theoretical gap by analysing the role of employees and Internal Marketing in B2B organisations' efforts to co-create sustainable value. We propose that, since employees are tasked with delivering their organisation's 'promise', they can also purposely generate value for a broader range of stakeholders. As such, Internal Marketing can be a key enabler (or inhibitor) in these efforts. Adopting a Service-Dominant Logic and Service Gap lens, the research utilises Template Analysis of 17 semi-structured interviews with employees from a range of B2B organisations, which have adopted 'sustainability-oriented' practices. The findings highlight the contribution of Internal Marketing in supporting sustainable value, and demonstrate that, whilst employees can play a key role in the co-creation of sustainable value, value co-destruction can occur due to a 'Sustainability gap' within their organisations. This study contributes significantly to extant knowledge by offering a taxonomized analysis of the 'sustainability gap' and identifying how B2B organisations can address these at the awareness, design, internal communication, and implementation stages.



4.8 Publication Legitimacy and the extraordinary growth of ESG measures and metrics in the global investment management industry

| [DOI](#)

Authors: Gordon L. Clark (University of Oxford) | Prof. Adam D. Dixon (Heriot-Watt University, UK)

Date of publication: July, 2025

Department: Finance

ESG metrics are increasingly important in the global investment management industry. Why this came to pass given the limited appetite for responsible investing in the industry is the subject of this paper. Although the business case for ESG provides an explanation for its increasing uptake whereby market actors are increasingly convinced of the merits of ESG as a profit centre, this explanation is insufficient. By contrast, the adoption the ESG programme offers a means of rewriting the terms of risk management and value creation that while grounded in the business case also serve to address challenges to the legitimacy of the global asset management industry. These developments are illustrated in a case study of the establishment and growth of TruCost and its purchase by S&P Global in 2016.



4.8 Publication Investigating the link between students' learning intentions and their learning outcomes: A clustered randomised controlled trial.

| [DOI](#)

Authors: Dr Erkal Ersory (Heriot-Watt University, UK) | Dr Rachel Forshaw (Heriot-Watt University, UK) | Dr Suzanne Lampert (Heriot-Watt University, UK)

Date of publication: July, 2025

Department: Economics

We investigate the impact of repeated contextual nudging on task completion and performance within the setting of traditional face-to-face education, adding to a literature which has focused on non-contextual nudges, provided contextual nudges in online learning settings, or used one-time nudges. We undertake a clustered randomised controlled trial on first-year Business School students at Heriot-Watt University, employing weekly nudges during tutorials to encourage students to establish learning intentions for the upcoming week. We rule out significant treatment effects from the nudging intervention on tutorial attendance, the most important predictor of final marks of all intermediate outcomes that we consider. We are unable to make causal statements on the effects of the intervention on final marks. Nonetheless, this experiment yields valuable insights into the dynamics of repeated contextual nudging within traditional educational settings as well as shedding light on aspects of student behaviour.



4.8 Publication Challenges of wealth-based sustainability metrics: A critical appraisal.

| [DOI](#)

Authors: Prof. Eoin McLaughlin (Heriot-Watt University, UK) | Cristián Ducoing (Lund University, Sweden & Public University of Navarre, Spain) | Nick Hanley University of Glasgow, UK)

Date of publication: July, 2025

Department: Economics

There has been widespread debate about whether the way in which we measure economic activity is fit for purpose in the twenty-first century. One aspect of this debate is to move away from measuring a nation's income (GDP) towards monitoring a nation's assets (their inclusive wealth), as a better indicator of sustainable economic development. We provide the first critical comparison of the approaches of leading international organisations – the World Bank and the United Nations Environment Programme (UNEP) – to estimating changes in wealth.

Our paper reveals important inconsistencies in how these organisations measure sustainability and the conflicting messages that policy makers receive, despite a common underlying conceptual framework linking changes in a nation's wealth to future well-being. We attribute these differences to methodological (applied theory) choices made by researchers at the respective institutions. These choices matter. At the most extreme, countries that perform the worst according to the UNEP are shown to perform well according to the World Bank. This confusion in signals makes better policy making more difficult.



4.8 Publication Analyzing public discourse on photovoltaic (PV) adoption in Indonesia: A topic-based sentiment analysis of news articles and social media

| [DOI](#)

Authors: Yun Prihantina Mulyani (Universitas Gadjah Mada, Indonesia | Anas Saifurrahman (Universitas Gadjah Mada, Indonesia) | Hilya Mudrika Arini (Universitas Gadjah Mada, Indonesia) | Arwindra Rizqiawan (Institut Teknologi Bandung, Indonesia) | Budi Hartono (Universitas Gadjah Mada, Indonesia) | Dr Dhanan Sarwo Utomo (Heriot-Watt University, UK) | Agnessa Spanellis (University of Edinburgh, UK) | Macarena Beltran (Coventry University, UK) | Kevin Marojahan Banjar Nahor (Institut Teknologi Bandung, Indonesia) | Dhyana Paramita (Universitas Gadjah Mada, Indonesia) | Wira Dranata Harefa (Universitas Gadjah Mada, Indonesia)

Date of publication: July, 2025

Department: Management

The importance of integrating renewable energy, such as solar PV, in the global energy mix for mitigating carbon emissions is increasing. Despite the global drive towards renewable energy, the limited uptake of solar PV particularly in developing nations, such as Indonesia, poses significant challenges for transition to sustainable energy. This study analyses public discourse to comprehend the obstacles for widespread adoption of solar PV technologies. This study employs topic modelling and sentiment analysis of mainstream and social media data to comprehensively capture public discourse and perceptions concerning PV and residential PV adoption in Indonesia. The findings reveal shared thematic areas in both mainstream and social media. Nonetheless, the two media types diverge significantly in their focal points. Our findings support previous survey-based research while introducing three new topics found in both media channels. These topics are: (1) knowledge, misconceptions, and scepticism, (2) economically viable alternative PV technologies; and (3) government regulations and policies. Social and visual impressions such as aesthetics, hedonic motivation, and social influence are notably absent. Public perception varies, with mainstream media portraying PV technology more positively than social media. From both media, the public generally holds favourable views of PV, particularly in terms of its practicality, installation, safety, and information accessibility. Nevertheless, negative perceptions arise regarding investment costs, regulations, governmental policies, and the adequacy of government support.



4.8 Publication Sexism and workplace interpersonal mistreatment in hospitality and tourism industry: A critical systematic literature review. | [DOI](#)

Authors: Mr Emmanuel Kwame Opoku (Heriot-Watt University, UK) | Dr Lakshman Wimalasena (Heriot-Watt University, UK) | Dr Rafal Sitko (Heriot-Watt University, UK)

Date of publication: July, 2025

Department: Management

Given the extensive body of literature reporting gendered workplace interpersonal mistreatment (GWIM) in hospitality and tourism (H&T) research, there is a surprising lack of critical literature reviews exploring this issue. To address this absence, and contribute to existing debates, this paper critically explores gendered epistemological gaps in literature informing GWIM scholarship in H&T. Employing 47 eligible articles extracted from the Web of Science, Scopus, and Google Scholar databases, this study finds that women are usually the target of sexual harassment. Yet, more importantly, this study also finds that men and non-binary lived experiences of GWIM in H&T industry have not drawn adequate attention in academic research. Among the qualitative papers, the commonly used interpretivist approach exploring GWIM reveals scope for alternative epistemologies such as critical realism. Hence, informed by the need for more diverse methodologies, based on a critical realist standpoint, this paper advances an integrative framework to guide future GWIM research enabling the theorisation of all genders.



4.8 Publication Institutional investor behaviour and the energy transition: A complexity framework for accelerating sustainable finance from UK investors

| [DOI](#)

Authors: Dr Kandace Persad (Heriot-Watt University, UK) | Prof. Bing Xu (Heriot-Watt University, UK) | Prof. Phil Greening ((Heriot-Watt University, UK)

Date of publication: July, 2025

Department: Finance

Despite sustainable investment flows having increased significantly over the past decade for transforming the current energy system, a large investment gap remains. This research explores the complex links between institutional investors' expectations on the speed of the energy transition and their sustainability-related investment behaviours. Through in-depth semi-structured interviews with institutional investors, we construct a complex system model using a causal mapping approach, illustrating complex relationships within the sustainable investment system. Our contribution involves the development of multi-layer cognitive maps for different types of institutional investors, followed by a composite causal map that dissects key investment behaviours and investor expectations. Results reveal interlinked concepts influencing investment behaviour and highlight feedback loops with potential amplifying effects on investor expectations and investment behaviour. Two critical feedback

loops emerge: 1) the interplay between political and financial support for the energy transition and the associated cost, and 2) the intricate relationship between sustainability factors and asset valuation. Addressing these interconnected issues simultaneously and monitor negative feedback loops that may curtail sustainable finance flows are vital. The results reveal heterogeneities amongst institutional investors such as fiduciary duties, stranded assets, the importance of fossil fuels in the energy system. In sum, our insights provide a foundation for holistic energy policies and a reference system for evaluating policies aimed at accelerating green finance.



4.8 Publication Hydrogen supply chain and refuelling network design: assessment of alternative scenarios for the long-haul road freight in the UK | [DOI](#)

Authors: Ramin Raeesi (University of Kent, UK) | Dr Christa Searle (Heriot-Watt University, UK) | Nazmiye Balta-Ozkan (Cranfield University, UK) | Laura Marsiliani (Durham University, UK) | Mi Tian (University of Exeter, UK) | Prof. Philip Greening (Heriot-Watt University, UK)

Date of publication: July, 2025

Department: Marketing and Operations

Shifting from fossil fuels to clean alternative fuel options such as hydrogen is an essential step in decarbonising the road freight transport sector and facilitating an efficient transition towards zero-emissions goods distribution of the future. Designing an economically viable and competitive Hydrogen Supply Chain (HSC) to support and accelerate the widespread adoption of hydrogen powered Heavy Goods Vehicles (H2-HGVs) is, however, significantly hindered by the lack of the infrastructure required for producing, storing, transporting and distributing the required hydrogen. This paper focuses on a bespoke design of a hydrogen supply chain and distribution network for the long-haul road freight transportation in the UK and develops an improved end-to-end and spatially-explicit optimisation tool to perform scenario analysis and provide important first-hand managerial and policy making insights. The proposed methodology improves over existing grid-based methodologies by incorporating spatially-explicit locations of Hydrogen Refuelling Stations (HRSs) and allowing further flexibility and accuracy. Another distinctive feature of the method and the analyses carried out in the paper pertains to the inclusion of bulk geographically agnostic, as well as geological underground hydrogen storage options, and reporting on significant cost saving opportunities. Finally, the curve for H2-HGVs penetration levels, safety stock period decisions, and the transport mode capacity against hydrogen levelized cost at pump have been generated as important policy making tools to provide decision support and insights into cost, resilience and reliability of the HSC.



4.8 Publication Exclusionary Logics: Constructing Disability and Disadvantaging Disabled Academics in the Neoliberal University

| [DOI](#)

Authors: Jennifer Remnant (University of Strathclyde, UK) | Prof. Kate Sang (Heriot-Watt University, UK) | Tom Calvard (University of Edinburgh, UK) | Prof. James Richards (Heriot-Watt University, UK) | Mr Olugbenga Babajide (Heriot-Watt University, UK)

Date of publication: July, 2025

Department: Management | Human Resource Management

Contemporary academia features managerialism and neoliberal thinking, consequent of an increasingly dominant market logic. This article draws on interviews with disabled academics, line managers, human resources professionals, estates staff, health and safety staff, and trade union representatives, alongside university policy documents, to discuss the impact of this logic on the experiences of disabled academics. Understandings of disability across professional groups were divorced from institutional rhetoric of Equality, Diversity and Inclusion, aligning more clearly with market logic, manifest in performance management and idealised notions of academic work. Unlike students, disabled academics are required to navigate hostile policies and procedures. Their diagnoses are used in points of dispute relating to performance, or as an obstruction to dismissal tolerated out of legal obligation. This article illustrates the need for a change in university institutional logics to undo the damaging limitations of following market models of education.



4.8 Publication Collaboration in Decarbonisation Research: Comparing the UK and European Funding Landscape

| [DOI](#)

Authors: Matthew Smith (Heriot-Watt University, UK) | Dimitris Christopoulos (Heriot-Watt University, UK)

Date of publication: July, 2025

Department: Marketing & Operations

Industrial decarbonisation has become an increasingly important policy issue in recent years, as governments and nations aim to tackle the climate crisis. This study makes use of UK research council and Horizon 2020 data to map the research landscape for industrial decarbonisation. This includes an analysis of 435 projects funded by various UK research councils, and 239 projects funded under Horizon 2020 linked to industrial decarbonisation. This study finds in the UK case, University–Industry–Government links are critical elements of the decarbonisation research landscape. Universities playing key roles in the UK system are often members of the prestigious Russell Group. In the case of the European industrial decarbonisation landscape (as captured by projects funded under Horizon 2020), private firms play a crucial role. This study also maps a country-to-country collaboration network based on industrial decarbonisation research projects funded under Horizon 2020. This study examines the link between country position in the network and share of electricity consumption that comes from coal; no significant relationship is identified.



Research Barriers

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

- ❖ Funding challenges
- ❖ Skills and expertise gaps



Partner

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

How We Define Partner

We define PARTNER and its principles as the diverse avenues through which discussion, critique, and cooperation are fostered. We engage in deliberate collaboration with the many stakeholders across our global institution, recognising it as an ongoing, two-way process.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ EQUAA (Education Quality Accreditation Agency)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Local institutions and associations
- ❖ Quacquarelli Symonds (QS)
- ❖ Responsible Research in Business & Management (RRBM)
- ❖ Times Higher Education (THE)
- ❖ Sustainable Scotland Network

Student Organization Partnerships

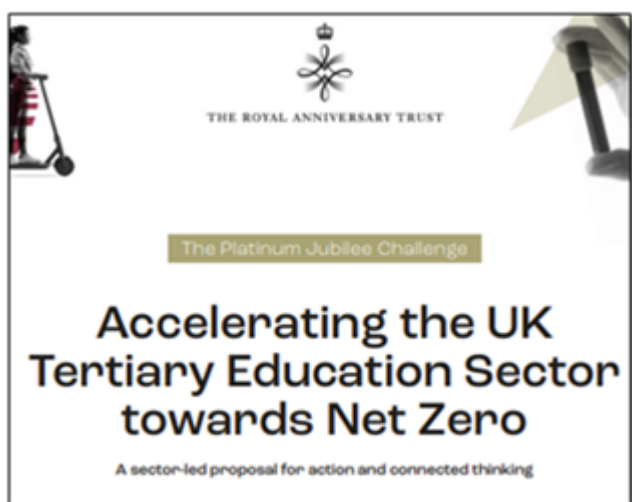
- ❖ UNESCO Student Initiatives
- ❖ Engineers without Borders

Partnerships

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

5.3 The Alliance for Sustainability Leadership in Education (EAUC)

Building upon Heriot-Watt University's contribution to the formation of a Roadmap to Net Zero for the Further and Higher Education Sector (Royal Anniversary Trust - Platinum Jubilee Challenge 2022) and the roll-out of the Standardised Carbon Emissions Framework, HWU has worked with EAUC to strengthen its approach to student engagement on sustainability more broadly.



By working with EAUC regional networks (Scotland East) and HWU's Student Union, an on-going regular Student Sustainability Forum was devised and rolled out to enable the sharing of information with students from multiple academic and cultural backgrounds, and to enable the student voice to feature in university policy formation.

The Student Sustainability Forum was a finalist in the 'Student Engagement' category of the Green Gown Awards as a result (please see Additional Evidence attached).



5.3 Heriot-Watt University Student Union - Sustainability Activities, Award and Fund

As future leaders and members of a global society, our students play a crucial role in our efforts to innovate and create positive change. To effectively address sustainability challenges, HWU partners closely with its students, co-developing impactful sustainability initiatives.

This includes the roll-out of summer internships directly addressing sustainability challenges faced by the university, the formation of engagement groups in which students can share their concerns and aspirations and the inclusion of student feedback in the governance of sustainability workstreams across our global campuses.

The Heriot-Watt University Student Union (HWUSU) is independent from the University. Its main purpose is to represent the best interests of all students on the issues they may face. Our student community advocates for sustainability through self-organised campaigns and student societies. Heriot-Watt University's Global Environmental Sustainability team and the Student Union have teamed up to deliver a regular Student Sustainability Forum, which acts as a drop-in open to all students from all disciplines. The forum creates a space for dialogue within the University, bringing together staff and students to discuss all-things sustainability.

In addition, the HWU Sustainability team sponsors the Heriot-Watt University Student Union Strive for Sustainability Student Volunteer Award, recognising a student or student group who has made an outstanding effort to promote sustainability on campus and in the community more widely.

There is also a Heriot-Watt Student Sustainability Fund which welcomes applications from any of our campuses to address a sustainability challenge or showcase how a hobby can promote sustainable practices, for example:

- A fieldtrip to enable members of the Net Zero Society to visit an industrial facility to learn about opportunities for reducing the environmental impact of their operations
- A conference event organised by the Muslim Society and the Net Zero Society to showcase research being carried out by society members
- An excursion to a waste processing facility for members of the Eco Society and Net Zero Society to see where waste produced by the Edinburgh campus goes, and more importantly, what happens to it.

More details about our Sustainability related societies are included in the attached Additional Evidence.



5.3 Penang State Museum

Heriot-Watt University, Malaysia has worked closely with the Penang State Museum. Although there is no official partnership arrangement, we have engaged with this government body throughout our research. As an outcome of the Research Award from Wawasan Open University, we have met the stakeholders of the Penang State Museum, Malaysia for data collection and to share our research findings.

This aligns with PRME's focus on responsible leadership and supports SDG 11 (Sustainable Cities and Communities – Cultural Heritage), and 9 (Industry, Innovation, and Infrastructure) by leveraging digital tools to democratize access to cultural knowledge and foster intergenerational appreciation for heritage.



Practice

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

How We Define Practice

We define PRACTICE as integrating clear principles into how we lead and operate, guided by transparent decision-making, robust oversight, and evidence-based targets. Our policies, investments, and campus developments are shaped by inclusive processes that align long-term ambitions with measurable progress toward a fairer, more sustainable future.

Institutional Policies and Practices

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

Policy Documents Related to RME and/or Sustainability

climate-action-framework

View document  Download document 

global-environmental-sustainability-strategy

View document  Download document 

HWU PBCCD Report 2024 (1)

View document  Download document 

annual-report-financial-statements-2024

View document  Download document 


sustainable-campus-travel-plan-2025

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

fair-trade-catering-policy

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

global-environmental-sustainability-strategy

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

HWU Bio Diversity Action Plan

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

Practice Voices

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

6.4 Klimato

“Let every meal be a mindful step towards environmental stewardship as the choices made today will help shape the world of tomorrow.”

Klimato, a pioneering online tool is giving students, staff and visitors of Heriot-Watt University fresh insight into the environmental impact of food offered at the Edinburgh campus. As part of its commitment to sustainability, the University has teamed up with the City of Edinburgh Council to track the environmental impact of each meal served, allowing customers to make an informed choice when ordering.

Professor Mercedes Maroto-Valer, Deputy Principal for Global Sustainability at Heriot-Watt University, said: “By clearly showing the carbon footprint of food served on campus, we are empowering our community to make informed choices, not just for their plates, but for the planet... becoming ever-more conscious contributors to a greener, more sustainable future.”

With 34% of global emissions accounted for by the food sector, the University can now identify high-carbon food items on menus, and experiment by substituting with more planet-friendly options.

Meals served on campus are rated A to E. A-rated meals are those which are considered very low-carbon choices, such as lentil chilli, with less than 0.4kg of carbon produced from one meal. Higher-carbon meals, where over 2.6kg of carbon is produced per meal, are rated E.



Klimato has calculated the carbon footprint of each meal by using 'life cycle analysis'. This is a certified method for calculating carbon dioxide equivalent emissions and other environmental impacts which arise during the production and distribution of a product.

Anton Unger, CEO at Klimato says: "We are thrilled to be supporting Heriot-Watt University on their sustainability journey...promoting conscious food consumption among the youth is a mission that is close to our heart, which is why we are extremely proud to have been chosen by Heriot-Watt University as a sustainability partner."

City of Edinburgh Council are supporting the project as part of their Plant-Based Treaty Action plan. The local authority says the action plan does not seek to remove freedom of choice but instead increase the availability and visibility, of sustainable food options.

By gaining greater insight into the carbon impacts of the food it orders, Heriot-Watt will contribute towards the SDGs of responsible consumption and production, and climate action.

6.4 Circular Economy Club Knowledge Exchange Event

Policies for a Circular Scotland – Where we are and how to change it

This Knowledge Exchange event in April 2024, was organised by Dr Melissa Marques McEwan (HWU), on behalf of the Circular Economy Club. As the final workshop in a series of knowledge exchange events on the topic *A Circular Scotland in Europe*, it enabled business, policymakers, academics, and the wider public to join the discussion on circular economy practice and policy.

Funded by the Scottish Universities Insight Institute and Scotland Europa, it was an in-person event, designed to promote networking, discussion, and idea exchange between businesses, not-for-profit organisations, supporting agencies, and academics, with the ultimate aim of reinforcing an international community of practice to drive the circular economy across Scotland and beyond.



Share

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



How We Define Share

We define SHARE as fostering a culture where achievements and setbacks are openly discussed, creating opportunities for reflection and shared insight. By learning together across campuses and disciplines, we strengthen our collective ability to act on our values and advance our shared mission with clarity and purpose.

Engagement Opportunities

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

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

Communication Audiences

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

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

Sharing Voices

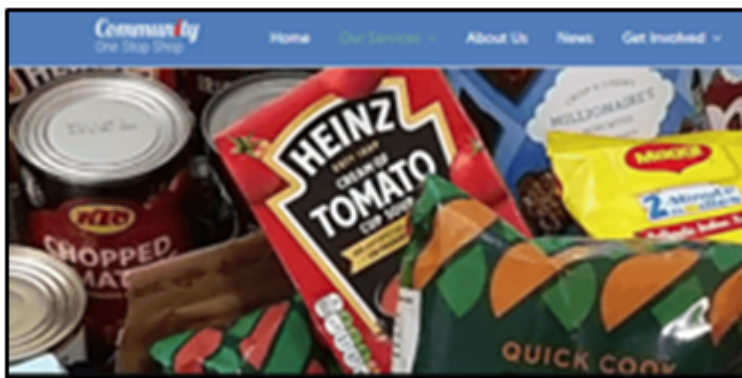
The following statements from stakeholders at Edinburgh Business School demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

7.3 HWU UniRecycle Initiative Working with Local Charities

HWU runs an annual UniRecycle Initiative.

Students departing from accommodation on our Edinburgh campus are invited to donate unwanted food and kitchen items in June and August as part of the UniRecycle Project to help reduce waste while supporting a local charity and their fellow students. Donation areas are in halls of residence ahead of the move out and instructions are sent to students on what can be donated and where. Any unopened food and non-electrical items left in communal kitchens after the move out deadline are collected by a team of Residential and Cleaning Services, ResLife and Chaplaincy staff and student and staff volunteers. These are recycled and donated accordingly.

The majority of the food collected is delivered to the [Community One Stop Shop / Broomhouse Food Bank](#), an essential source of support for many in the local community.

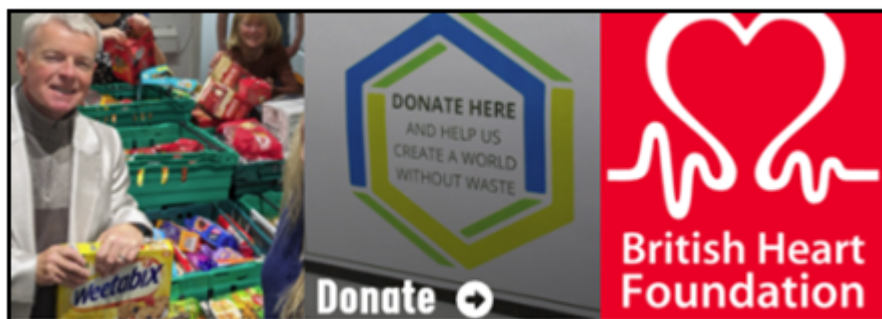


Items such as crockery, pots and pans, and other kitchen equipment are redistributed to new students arriving on campus in September, an initiative the Chaplaincy has been running successfully for several years.

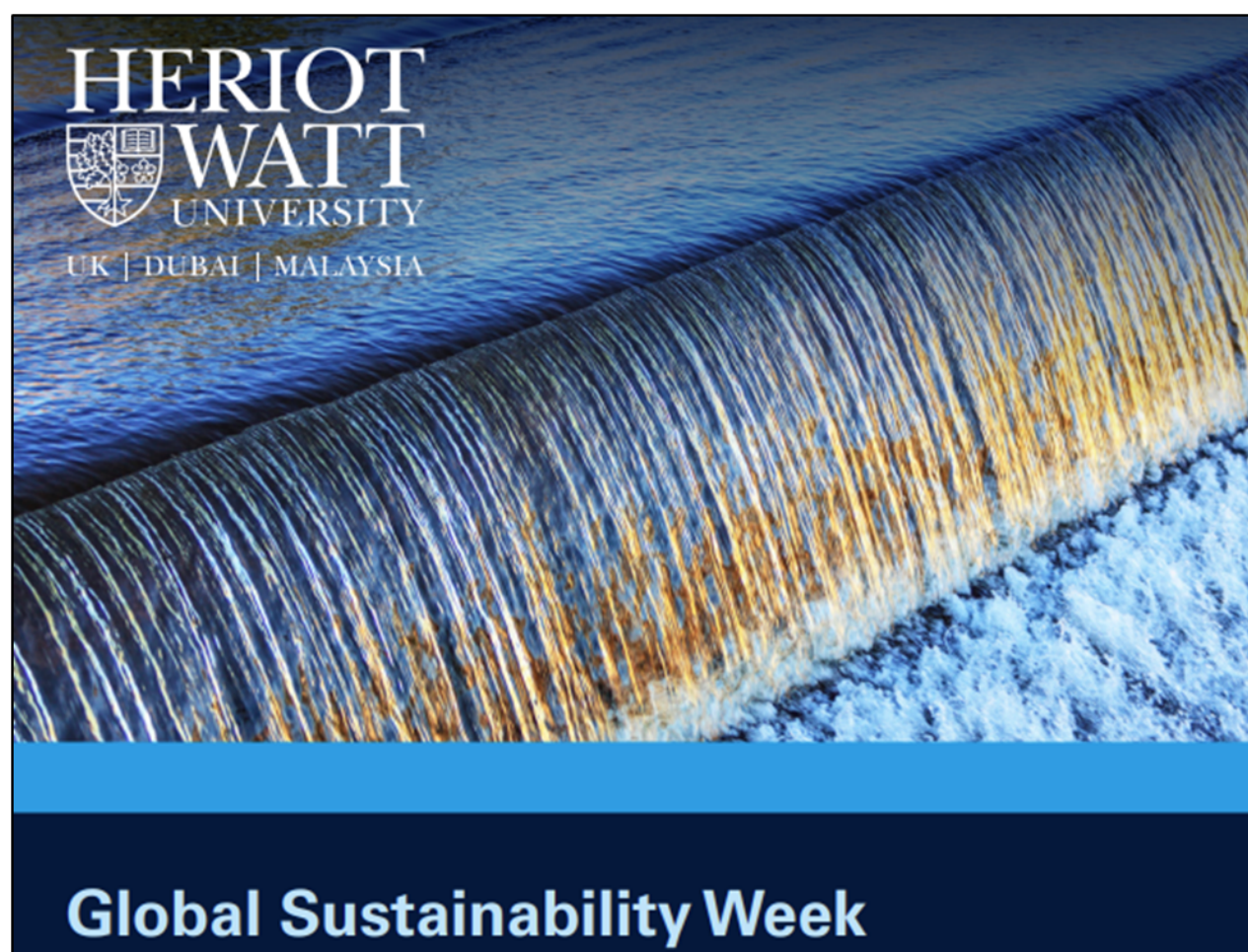
In addition to this we work in partnership with The Edinburgh Remakery, a local social enterprise which refurbishes old IT equipment to avoid landfill and supports people facing digital isolation and poverty. Departing students are encouraged to donate unwanted personal laptops, smart phones, and other tech items in the Tech Donation Box, which is located beside the reception desk on the ground floor of the Library. The Edinburgh Remakery won the Service Scotland Case Study Award at the Scottish Environment Business Awards 2024.



Students can also donate preloved clothes, shoes, and bedding materials via the British Heart Foundation donation boxes which are stationed around the Edinburgh campus. Donated items are sold through local British Heart Foundation shops to help fund lifesaving research.



7.3 Heriot-Watt University Global Sustainability Week



Heriot-Watt University's Global Sustainability Week was launched for the first time in November 2024, aligning with the HWU strategy by fostering thriving communities that support all locations in the UK, UAE, and Malaysia. It emphasised creating opportunities for staff, students, and industries to participate in advancing social, economic, and environmental initiatives, including research and innovation. A hybrid delivery approach enabled maximum access across our global footprint, and the following sessions formed the core of the week's activities (further details are included in 'Additional Evidence').

- Why Sustainability Matters - A systemic sustainability approach
- What is Responsible Business Education?
- The New Path Towards Ecopreneurship Education
- Skills for Careers in Sustainability Management
- Understanding Business Purpose - A systems thinking approach in the context of SMEs
- Circular Economy - Challenges that you will help solve in the workplace
- Principles of Sustainable Business - Frameworks for corporate action on the SDGs

- Reverting Climate Change with Successional Agroforests

Sustainability Week marked a significant milestone in bringing together academics, students, and leaders from national and international levels to address complex issues such as the circular economy and climate change through agroforestry, AI in education, systematic sustainability, and green jobs. It demonstrated collaboration and partnership among stakeholders.

Communication Barriers

Edinburgh Business School faces the following barriers in transparent communications:



**Accessibility
issues**



**Bureaucratic
delays**



**Data privacy
regulations**



**Donor
sensitivities**



Media visibility



**Transparency
hesitation**



SIGNATORY

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