

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Loughborough Business School

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

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

Mission

Mission

We turn theory into practice by bringing together deep partnerships with purposeful organisations, career-accelerating education, and world-leading research.

Vision

Vision

The first-choice business school for purpose-led people and organisations.

Strategy

Mission vision strategy or purpose

View document  Download document 

Strategy Alignment

Strategic alignment

As Loughborough Business School (LB) operates as an integral part of Loughborough University rather than as an independent entity, Responsible Management Education (RME) is governed both at School level and within the broader University framework. Both the University's strategy, *Creating Better Futures. Together*, and the School's strategy, *Progress with Purpose*, place RME at the centre of their objectives. Consequently, new governance structures are being developed at both levels to reflect RME's growing importance and to enhance accountability.

The University has recently introduced its sustainability strategy, which sets out a new governance framework, commitments, likely operational areas affected, and an implementation roadmap (see extracts below).

Meanwhile, the School has also introduced a Responsibility Plan, including objectives, KPIs, and projects. Led by the Dean, this plan aims to strengthen RME integration across education, research, partnerships, and operations. Extracts from these plans are provided on the following pages.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1,031
Faculty & Staff at the University	3,415
Faculty & Staff at the Institution	154
Student Enrollment at the University	19017
Student Enrollment at the Institution	3432
Undergraduate Attendance	2955
Masters-Level Postgraduate Attendance	163
Doctoral Student Attendance	88
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered

Bachelor Programs

 Bachelor of Science (B.Sc. or B.S.)

Masters Programs

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

Doctoral Programs

 Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

-  Accounting and Finance BSc (Hons)  Finance BSc (Hons)
-  Economics and Finance BSc (Hons), Economics and Management BSc (Hons), Economics BSc (Hons)
-  Business Analytics BSc (Hons), International Business BSc (Hons), Management BSc (Hons), Marketing Bsc (Hons)
-  Business with a Foundation Year for Elite Athletes  Economics with a Foundation Year for Elite Athletes

Masters Degree Programmes

-  The Loughborough Full-Time MBA
-  Accounting and Finance MSc, Finance and Global Trading MSc, Finance and Management MSc, Finance MSc
-  Business Psychology MSc, Information Systems and Digital Innovation MSc, International Business MSc, Management MSc, W
-  Business Analytics MSc  Economics MSc  Human Resource Management MSc
-  Marketing MSc  Project Management MSc  Supply Chain Management MSc

Postgraduate Degree Programmes

-  PhD/MPhil



Purpose

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

Letter of Commitment

A Statement from the Dean



We are delighted to present our latest Sharing Information on Progress (SIP) Report, prepared in accordance with the Principles for Responsible Management Education (PRME) reporting framework. As a committed PRME signatory, Loughborough Business School remains dedicated to embedding the principles of responsible management, sustainability and societal impact throughout our teaching, research, partnerships and operations.

When we launched our *Progress with Purpose* strategy, we recognised that organisations face increasingly complex economic, environmental and social challenges. Business schools have a critical role to play in supporting a transition towards more sustainable and inclusive forms of growth through the knowledge we create, the graduates we develop and the partnerships we foster.

Looking back, we can see that our strategy has provided a strong foundation for meaningful progress. A key milestone has been the development of our School Responsibility Plan, which I personally lead and which translates the University's sustainability ambitions into clear objectives, projects and performance measures for the School. As we continue to collect benchmark data and refine our approach, this framework is helping us strengthen accountability and drive

continuous improvement across our activities.

Over the past year, we have continued to embed sustainability and the Sustainable Development Goals (SDGs) throughout our programmes as part of our ongoing curriculum refresh. Alongside this, our research community continues to make important contributions across a range of sustainability-related areas, particularly the circular economy and digital decarbonisation. We have also strengthened our engagement with external partners. As a PRME Champion School, we are co-leading international projects on responsible management education, while continuing our active involvement with the PRME UK & Ireland Chapter, the Positive Impact Rating and the Global Business School Network.

The past year has also provided encouraging evidence of progress. We were pleased to see improvements in our Positive Impact Rating, where we have now reached Level 4 and are recognised as a "Transforming" institution, and to achieve Business Graduates Association (BGA) accreditation alongside the successful continuation of our AMBA accreditation. We were also delighted to celebrate the formal launch of the UK SCALE Centre, developed in partnership with MIT, creating new opportunities for research, education and industry collaboration in sustainable and resilient supply chains.

While we are proud of the progress outlined in this report, we recognise that responsible management education is an ongoing journey. In the year ahead, we will continue to build on these foundations, strengthen the implementation of our Responsibility Plan, deepen the integration of sustainability across our activities and, in partnership with PRME, further enhance our contribution to addressing the challenges facing business and society.

Prof Jan Godsell
Dean, Loughborough Business School

Definition of Purpose

At Loughborough Business School, purpose means driving economic, environmental and social progress through responsible management education. Our strategy, Progress with Purpose, embeds sustainability and responsibility across teaching, research and engagement, ensuring our community is equipped to address complex global challenges and create a fairer, more sustainable future.

Institutional Engagement

51% - 75% of faculty at Loughborough Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

What next for business?

Prof Jan Godsell shares her vision of a more purpose-driven future – with business schools playing a central role.

“Business schools must be a driving force in shaping what happens next, with future-focused research and education.”

Business and industry have always been in a state of evolution – or revolution – with new technologies and societal developments changing the way we work.

If we look at how industry developed here in the UK, for example, we moved from craft to mass production, largely because we had the energy resources in coal, the technical capabilities and the supply chains to do so.

The global reach of businesses meant that we could then start getting raw materials and convert them through manufacturing processes. And if we could make things cheaply enough, then more people could afford to buy them – and if more people could buy them, then the economy would grow.

The problem is though that, recently, this strategy of consumption-driven economic growth has caught us out. Because, by making things ever more cheaply, we’ve started to realise we’ve been exploiting our planet and our people.

We have exploited our planet because we can’t just keep taking resources out of the ground and dumping them into landfill. And we have exploited our people because driving down the cost of things has meant that there’s often not a fair wage across the end-to-end supply chain, and various parts of that supply chain can end up being exploited.

Not only that, consumption-driven growth has led to inequalities, both within countries and globally, as areas with raw materials, labour and skills readily available hold a natural advantage. So, while the UK experienced the industrial revolution thanks to the ready availability of coal and resources, other countries got left behind.

To sum up, what got us to this point won’t get us where we need to go next.

The economic climate, and the drive to net zero emissions, mean that we are now entering a different stage of our industrial evolution. One where we can no longer pursue the consumption-driven economic model, but where we need to radically rethink the way we do business. In short, we need to find ways to still support economic development, while balancing the economy, the environment and society.

So change is coming. And what that looks like for each organisation will naturally vary. But from all the work we’ve been doing on sustainable innovation here at Loughborough Business School – and that I’ve been doing in my own research on supply chains – we can see a few key trends beginning to emerge.

Firstly, I’d say business in the future is going to be strongly underpinned by industrial decarbonisation. And that critical to this more environmentally-and-socially-focused way of working will be different types of

business model that better support the principles of a more circular economy.

Secondly, the siloed approach we still see all too often today is likely to begin being replaced with more of an interconnected ecosystem. I think we'll see more symbiotic relationships emerging between different players – for instance where one person's waste might become another person's raw material.

And thirdly, things should start moving down a more transdisciplinary path, too – with finance players, insurance players, materials producers and manufacturers all working together to balance their economic, environmental and social goals.

Clearly, to succeed in this new environment, businesses will need to innovate and adapt quickly. And business schools must be a driving force in shaping what happens next, with future-focused research and education.

Organisations will need access to new ideas and skills, and we are building our research and teaching programmes at Loughborough with this future focus firmly in mind. Our new strategy is all about supporting purpose-driven individuals and businesses to pursue an agenda that

doesn't just focus on personal remuneration or profit.

We are co-creating research that unlocks the potential of these more sustainable and balanced ways of working. And we are making sure our students are brilliantly equipped to meet the organisational and policy challenges of the future – with expertise in everything from design and systems thinking to socially inclusive societies and digital technologies.

Ultimately, we are on the cusp of a new era – and organisations will need a degree of bravery to throw themselves in, and step away from the models of the past.

But by working with academia and other partners, by co-creating new solutions, and by tackling the challenges that emerge together, organisations can be poised to fully embrace the huge possibilities offered by the circular economy, sustainable business and employee wellbeing.

And together we can look forward to a fairer, more responsible and more sustainable future, where growth and opportunity will no longer be driven by local advantages, but will be equally available to communities and countries all over the globe.



We're coming into a new stage of our industrial evolution. One where we can no longer simply pursue consumption-driven economic growth. We need to think about how we can still support economic development, but do so in a way that better balances the economy, and the environment and society. And we need the people and organisations who are ready and equipped to drive that change.

Professor Jan Godsell
Dean of Loughborough Business School



Progress with Purpose

The new school strategy 'Progress with Purpose' (PwP) has five key elements:

- The underpinning belief
- Its purpose
- The mission
- The vision
- The values

Underpinning belief

Business and industry have always adapted to technological and societal shifts, evolving from craft to mass production and global supply chains. However, the consumption-driven economic model that once spurred growth has revealed its flaws, exploiting both our planet and people by depleting resources and fostering inequality. The urgent need to address these challenges, alongside the drive for net-zero emissions, compels us to rethink this approach. Moving forward, economic development must balance environmental, social, and economic priorities, shaping a more sustainable and equitable future. This leads to our:

Belief (What drives us)

The challenges the world faces require a fundamentally different approach to business.

Purpose

Whilst on the surface it may appear that business schools, do essentially the same thing, their underpinning purpose may vary. For some schools, it's about academic excellence, epitomised through the publication of world elite journal papers. For others the focus may be on teaching, and upskilling and creating the next generation of business leaders. When we reflected on the purpose of LB, we found that the connection to organisations, and the opportunity to influence changes in management practice, was a core strength and purpose of the school.



This leads to our:

Purpose (What we aim for)

To raise the game of business by challenging practice, policy, and performance.

Mission

To support our purpose the school needs to draw on its core strength of turning theory into practice. This requires LB to forge deep relationships with people and organisations who share our beliefs and have a similar purpose. It will enable us to develop education that continues to supercharge careers and enable us to continue to deliver world leading research. This can be summarised on our:

Mission (How we do it)

We turn theory into practice by bringing together deep partnerships with purposeful organisations, career-accelerating education, and world-leading research.

Vision

In turn this will enable us by 2030 to deliver our vision to be:

Vision (What success looks like)

The first-choice business school for purpose-led people and organisations.

Values

Given the strong alignment between the 2030 strategies for the University (*Creating Better Futures. Together* as presented in our previous SIP Report) and School, after consultation within the school, we adopted the University values. If we can live these values, they describe 'how' colleagues within the school can deliver our vision, mission, and purpose.

Values

- **Creative:** we will work imaginatively and innovatively; we will find solutions and be smart in the way that we apply our resources and capitalise on our strengths.
- **Adventurous:** we will be progressive, ambitious and strive to achieve our best.
- **Responsible:** we will be accountable for our actions, we will care for ourselves, others and our environment.
- **Authentic:** we will be honest, trustworthy, and open, we will respect one another and build confidence across our community.
- **Collaborative:** we will foster team spirit and create a strong sense of community; we will work together with colleagues, students, alumni and partners.



Values

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



How We Define Values

At Loughborough, the University's values of authenticity, responsibility and collaboration align with the Business School's purpose-led focus on ethics, sustainability and social responsibility, ensuring integrity and impact across teaching, research and partnerships.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

The following narrative demonstrates how Loughborough Business School has influenced students' academic journey and personal growth.

Student Voices Values

Student feedback provides valuable insight into how responsible management education shapes learning experiences at Loughborough Business School. In 2025, student Laura Smith emphasised the importance of sustainability-focused learning, noting that "sustainability-oriented modules are incredibly important because sustainability is now a core expectation for businesses across all sectors". Reflecting on a module exploring digital decarbonisation and the environmental impact of AI and data storage, she added that the knowledge gained had proved "incredibly useful" in her graduate job applications.

In 2026, Maxwell Dang, a member of the School's Student Responsibility Committee, explained that the inclusion of responsible marketing within his programme was one of the reasons he chose to study at Loughborough. Drawing on his experiences growing up in Vietnam, he described how the programme provided an opportunity to learn more about ethical business practices and responsible leadership, adding that sustainability is about "holding yourself accountable for your impact on the environment and future generations".

The School's Student Responsibility Committee was established in 2025/26 to strengthen student engagement in sustainability and responsible management, support the Positive Impact Rating process, and provide a channel through which students can contribute feedback and help shape School initiatives.

Student Awareness

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

Student Engagement

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

Values Voices

Five minutes with Peggy Alexopoulou

What's your job title and how long have you been at Loughborough?

I am a University teacher in International Business, Strategy and Innovation and have been here since 2022. I also worked at the London campus for about four years. Since 2023, I have been an Athena SWAN champion for the Business School.

Tell us what a typical day in your job looks like?

My days can differ greatly depending on the semester and the modules been taught as well as other responsibilities. I usually start my day with teaching, followed by in-person and/or Teams meetings with students or colleagues. I prefer to focus on my research in the afternoon once all meetings and teaching preparations are completed.

What's your favourite project you've worked on?

My favourite project has been working on the first-ever Athena SWAN submission for the Business School. Collaborating with many colleagues over nearly two years towards a common purpose and shared vision, greater gender equality and inclusive working practices, has been incredibly rewarding and fulfilling. It has been an amazing journey, full of learning, collaboration, and ultimately success.

What is your proudest moment at Loughborough?

I am proud that the Business School received its first Athena SWAN Bronze award as well as when my students achieve their goals and succeed in reaching their aspirations.

Which University value do you most resonate with and why?

All the university values resonate with me. I believe that collaboration fosters authenticity, which in turn inspires creativity, ambition and a strong sense of responsibility – for ourselves, others and our environment.

Tell us something you do outside of work that we might not know about?

I enjoy spending time with my family and walking with my dog, Lassie. I love the outdoors and am constantly searching for stunning beaches to explore.

What is your favourite quote?

Be kind.

Source: Loughborough Life (August 2025)

Celebrating Values

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

Loughborough Business School achieves Bronze Award from Athena Swan

Loughborough Business School has recently been recognised with a Bronze award from Athena Swan for its ongoing commitment to progressing gender equality in higher education.

The Athena Swan Charter is a national initiative run by sector body, Advance HE. It acts as a valuable framework for advancing gender equity within higher education institutions.

As part of our ethos of ensuring all members of Loughborough Business School can make meaningful 'Progress with Purpose', we plan to build on the strong foundation of gender equality within the School with a dedicated action plan, highlighted in the submission to the awarding committee.

Our Athena Swan award submission team included Athena Swan Champions from our teaching and international relations teams, [Dr Peggy Alexopoulou](#) and Lucy Dixon, offering comprehensive insights into our activity across the curriculum and support services.

The team was led by former Director of EDI, Professor Suzana Grubnic, who commented: "We are extremely proud to have been granted our first Athena SWAN Award. This achievement reflects the dedication and hard work of our Self-Assessment Team, whose exemplary support and collaborative spirit were instrumental in co-developing a robust five-year Action Plan.

"The School is committed to promoting meaningful change – from the recruitment of staff and students to the talent development of staff across all job families, and to the encouragement of a better whole-life balance."

Our new Associate Dean for Equity, Diversity and Inclusion, Dr Sarah Barnard, said: "I am absolutely delighted that we have been successful in our application. It is a remarkable milestone that reflects our strong commitment to embedding equity, diversity, and inclusion into everything we do.

"This success marks just the beginning, and I'm genuinely excited to collaborate with colleagues to champion and support our staff and students in the years ahead!"

Lucy Dixon added: "We will now move into the 'implementation' phase of our action plan, continuing to work towards our gender equality goals, which include encouraging and supporting female students to thrive in traditionally male-dominated disciplines and ensuring staff continue to feel valued."

Continue telling your story

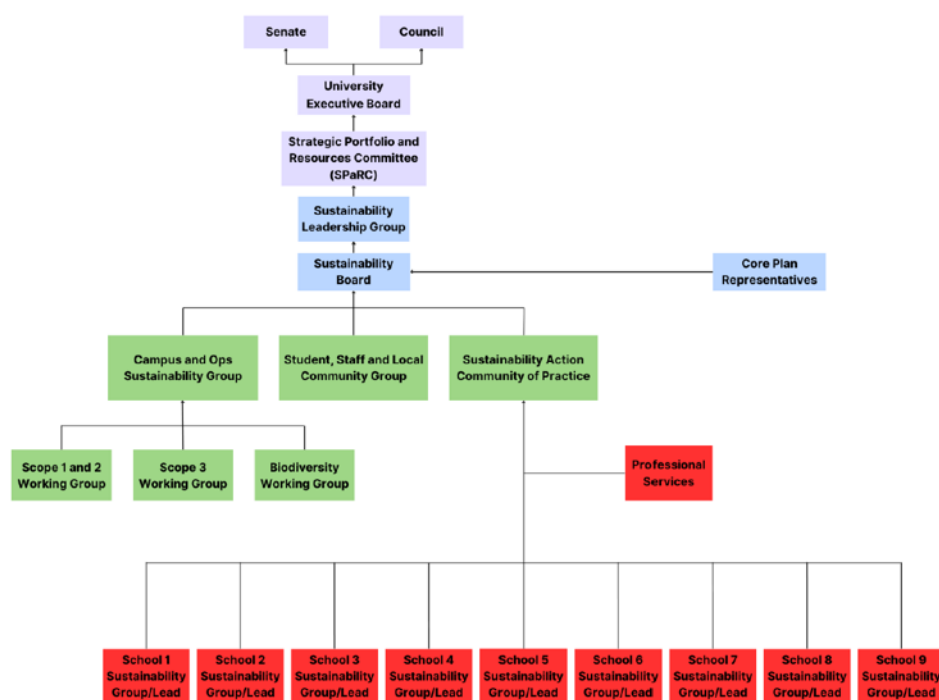
RME Governance

As Loughborough Business School (LB) operates as an integral part of Loughborough University rather than as an independent entity, Responsible Management Education (RME) is governed both at the School level and as part of the broader university framework. Both the University's strategy, *Creating Better Futures. Together*, and the School's strategy, *Progress with Purpose*, place RME at the centre of their objectives. Consequently, new governance structures are being developed at both the School and University levels to reflect RME's growing importance and to enhance accountability.

The University has recently introduced its sustainability strategy, which includes a new governance framework, commitments, likely operational areas impacted, and an implementation roadmap (see below extracts).

Meanwhile, the School has also introduced a responsibility plan, including objectives, KPIs and projects. This plan, led by the Dean, aims to enhance RME integration across education, research, partnerships, and operations.

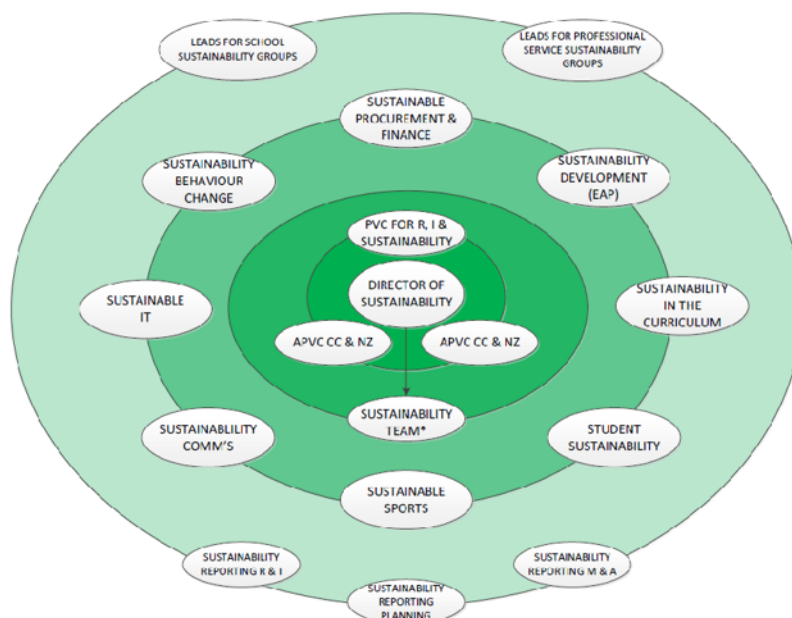
Proposed Sustainability Governance Structure

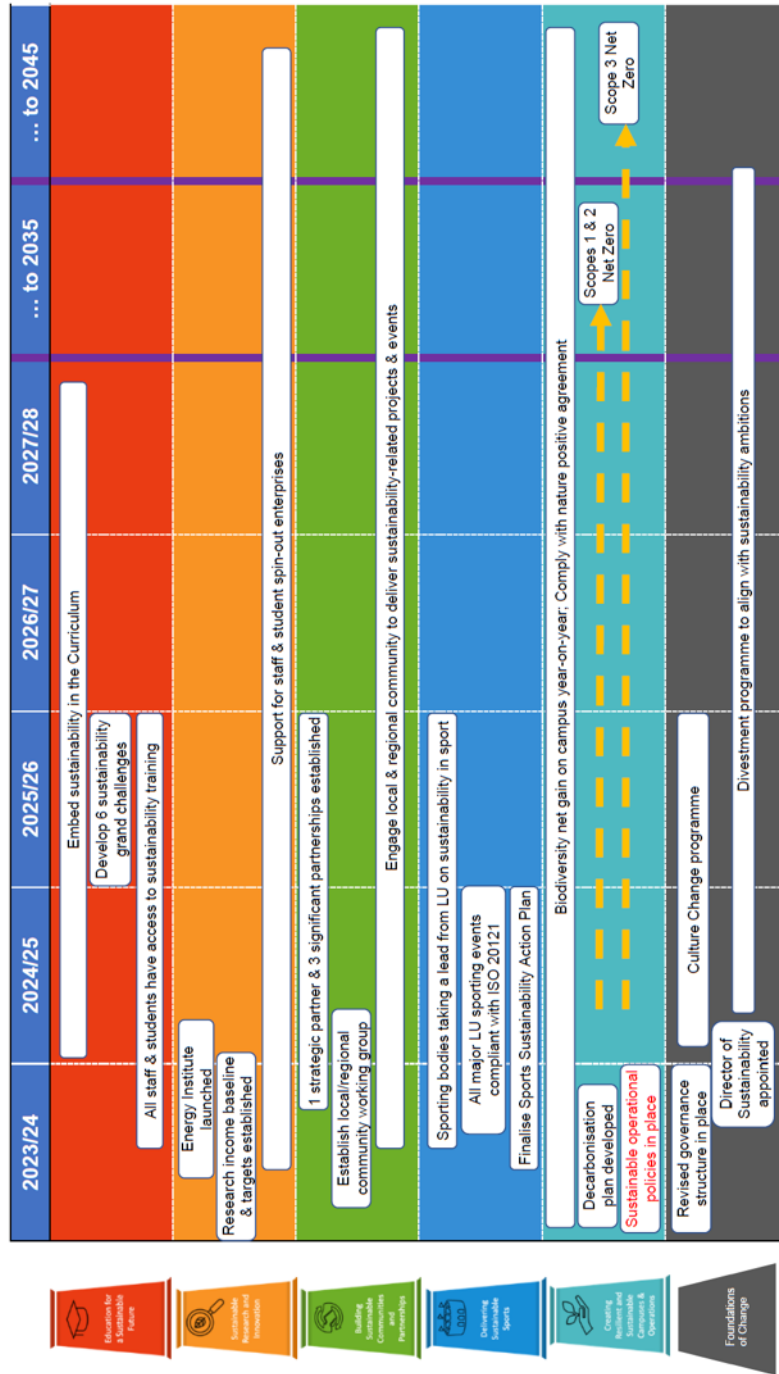


Our commitments



Operational Areas Contributing to the Sustainability Strategy





People responsible and accountable for RME

The School recognises the critical role of RME governance and accountability in ensuring that Responsible Management Education (RME) is actively embedded across all areas, including research, education, operations, and partnerships.

A Responsibility Strategic Plan, personally led by the Dean, has been introduced to help operationalise the University's recently launched strategy. It sets clear objectives, projects, and measures of success, and strengthens governance to embed RME across all we do. Extracts from this plan are provided in the following pages.

The PRME Lead is directly responsible for overseeing reporting and sustainability initiatives, including our involvement with PRME Champions and the Positive Impact Network (PIR). The PRME Lead also participates in the School's Sustainability Committee, which manages sustainability in operations and the carbon action plan, and supports the coordination of the Student Responsibility Committee.

The PRME Lead is supported by the Business Information Manager and reports to the Director of Global External Engagement.



Professor Jan Godsell
Dean of Loughborough Business School
j.godsell@lboro.ac.uk



Professor Zeynep Aycan
Director of Global External Engagement
z.aycan@lboro.ac.uk



Dr Petros Vourvachis
PRME Lead & Chair of the Sustainability Committee
p.vourvachis@lboro.ac.uk

Key activities and alignment to strategic plans and school committees

 1. Embed responsibility into curriculum	E&SE
 2. Positive Impact Rating (PIR)	E&SE
 3. Principles for Responsible Management Education (PRME) & PRME Champions	GEE
 4. Carbon Action Plan (CAP)	Sustainability Committee
 5. AACSB Micro Plan on Circular Economy	Governance (Accreditation)



Sustainability Committee



Our reporting methodology

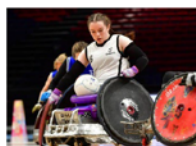
We have revisited presentation in this report in accordance with the latest PMRE reporting guidelines and best practice. We have produced the report with GRI's key principles in mind, ensuring the information is relevant to RME context, material but also complete, accurate and verifiable, balanced and clear, and comparable and timely.

We would like to thank all colleagues across LB who contributed in the production of this report. We would like to particularly thank Dr Elaine Conway and Betul Mamudi for mapping the teaching of Sustainable Development Goals (SDGs) across LB, and Anushree Jain, for developing an SDG tool that we utilised to map SDGs across our research outputs

RME Highlights 2025-2026



January 2025
Student success
celebrated at
Placement and
Internship Awards



February 2025
Loughborough research
leads to rule change in
World Wheelchair Rugby



January 2025
MIT Global Scale
Network Named No. 1
supply chain and
logistics master's
programme for 2024-
25



February 2025
Loughborough University
and RAF Sport announce
partnership



January 2025
Jackson and
Hodgkinson
contribute to the
World Economic
Forum's AI and
Energy white paper



February 2025
New research highlights
challenges and support
needs for families living
with Noonan Syndrome



January 2025
Loughborough input
could lead to
nationwide heat-
pump roll out



March 2025
Design graduate secures
Dragons' investment in
life-saving kit



February 2025
LB academics feed
into the Paris AI
Action Summit



March 2025
Loughborough named
'best university in the
world for sports-related
subjects' for ninth year
running



February 2025
Loughborough
graduate
entrepreneurs named
as Innovate UK's
Women in Innovation



March 2025
New multi-million- pound
research and innovation
hub will transform the
landscape of women's
sport



February 2025
Scientists develop AI
tools to help reduce
greenhouse gas
emissions associated
with livestock farming
and land use



March 2025
The world's first global
thematic report on sport
trafficking unveils critical
insights into exploitation



March 2025
Loughborough
selected as UK Sport
Social Impact Partner



May 2025
LB student completes
epic 120-mile
ultramarathon for cancer
awareness



April 2025
Collaboration uses
Loughborough's
vehicle aerodynamic
knowledge to
enhance Para sport
performance



June 2025
Majority of MPs represent
constituencies where one
in four children are in
poverty



April 2025
Professor Tom
Jackson reappointed
as Independent
Scientific Advisor at
the Alan Turing
Institute



June 2025
Firms that emit more
carbon face higher costs,
reduced investor
confidence, and greater
financial instability



April 2025
LB students secure
third place in UBC
Worldwide Finals



June 2025
New national benchmark
reveals what UK
householders need to be
digitally included in 2002



April 2025
Students recognised
for exceptional
performance at
Academic Excellence
Awards 2025



June 2025
LB academic brings
Digital Decarbonisation
initiative to WEF Global
Technology Retreat 2025



April 2025
'Doughnut
Economics' comes to
LB



June 2025
LB makes progress with
purpose in the Positive
Impact Rating 2025



April 2025
LB academic
spotlights 'Data
Doomsday' risk at
University of Oxford
ZERO Institute talk



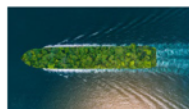
July 2025
UK SCALE Centre
recognised with Bronze
Award in 'Collaboration of
the Year' category at
HEIST Awards 2025



July 2025
LB achieves Bronze
Award from Athena
Swan



October 2025
Loughborough
researchers develop
process to transform
biodiesel waste into
sustainable value



July 2025
LB partners with
Supply Vue to tackle
supply chain carbon
emissions



October 2025
LB strengthens research
on rail climate resilience
through industry
partnership



July 2025
Loughborough
student designs
prostate screening
device to replace
traditional
examination method



October 2025
LB hosts Black History
Month Forum with Black
Excellence UK



August 2025
LB research on
'digital future of
manufacturing'
secures year-long
funding extension to
amplify the impact of
InterAct project



October 2025
Loughborough and ai.io
join forces to transform
sports talent discovery



September 2025
Missing school linked
to higher risk of poor
mental health, study
finds



October 2025
Loughborough research
highlights how sediment
ponds help farmers
protect land and boost
biodiversity



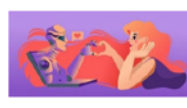
September 2025
LB academic joins
global thought
leaders to discuss the
role of food supply
chains in addressing
world hunger



November 2025
LB introduces new
sustainability-focused
research and innovation
themes



September 2025
Loughborough
University London
hosts global Refugee
Entrepreneurship
Network summit



November 2025
New Loughborough
research highlights the
illusion of 'social' AI



November 2025

Loughborough researchers support sustainable farming in Africa through solar-powered innovation



December 2025

LB research underpins first Armed Forces-wide sexual harassment survey



November 2025

LB researchers partner with Harborough District Council to champion community-driven change initiative



January 2026

Loughborough becomes custodian of the Spirit of 2012 archive



November 2025

LB academics contribute to DESNZ report on the energy impact of digitalisation



January 2026

Loughborough appoints world-leading academic Professor Leanne Norman to lead Women in Sport Research and Innovation Hub



November 2025

Loughborough awarded its eight prestigious Queen Elizabeth Prize for Education



January 2026

Lost BBC documentary on homosexuality inspires new stage play for LGBT+ History Month 2026



November 2025

LB academic joins leading voices to discuss environmentally sustainable digital transformation at COP30 Virtual Pavillion



January 2026

Loughborough launches global centre to support fairer drug market reform



December 2025

Loughborough researchers develop groundbreaking blood test for lung cancer



January 2026

Loughborough and RAF Association to offer new Forces' Families Resilience Programme



December 2025

LB recognises inspiring graduates with Distinguished Alumni Awards



February 2026

Loughborough experts help shape landmark World Economic Forum reports on digital decarbonisation



February 2026
LB professor features
in award winning
book of female
scholars



March 2026
AMBA & BGA highlights LB
in latest episode of
leading the future of
business education



February 2026
Loughborough signs
landmark partnership
with Team England



March 2026
Using exercise to help
people feel safe and
rebuild their lives after
trauma



February 2026
How shaming
unethical brands
makes companies
improve their
behaviour



March 2026
Loughborough celebrates
a decade as best in the
world for sports-related
subjects



February 2026
New research shows
social media
algorithms can both
harm and help people
with eating disorders



March 2026
Alumna Sarah Brennard
publishes new book on
sustainable executive
success



February 2026
Celebrating
International
Women's Day



April 2026
Loughborough launches
new Centre for Doctoral
Training on AI for the Built
Environment



March 2026
How male rape myths
stop some victims of
sexual assault from
getting justice



April 2026
How AI's language barrier
limits climate disaster
responses



March 2026
LB alumnus offers life
design guidance fit for
an era of
'undefinables' in
newly published book



April 2026
UK SCALE Centre and
Ministry of Defence
launch strategic
collaboration to
strengthen UK supply
chain resilience



April 2026
Social media content is increasingly shaping how people understand their health



June 2026
LB experts contribute to landmark WEF White Paper on AI Infrastructure and Digital Embassies



April 2026
New exhibition challenges how we think about miscarriage



June 2026
Retirement Living Standards update shows that the nation is not saving enough



April 2026
New research reveals the hidden human cost of pub closures



June 2026
LB recognised as 'Transforming' institution in latest Positive Impact Rating



May 2026
UK SCALE, MTC and Argon & Co launch strategic partnership to strengthen UK Supply Chain Innovation



June 2026
New research finds that spending time in nature could boost endurance by 7.5%



May 2026
New study examines the subtle defence of white nationalism in the UK and US



June 2026
FIFA Men's World Cup expansion risks making 2026 tournament 'most polluting ever'



May 2026
Why there's no legal 'too hot to work' temperature in the UK



July 2026
Loughborough student entrepreneur recognised in Forbes Spain 30 Under 30



May 2026
New UK research aims to solve artificial turf waste challenge



July 2026
LB receives AMBA reaccreditation and BGA accreditation for world-class excellence



July 2026
New review finds milk lipid bioactives improve key heart health markers



August 2026
InterAct Network leaves lasting legacy of human insight for UK manufacturing



July 2026
Updated guidance to help tackle overheating risk in homes, new report reveals



September 2026
UN report shows how cities across Europe and Central Asia are responding to growing food and water scarcity risks



July 2026
Loughborough crowned BUCS champions for record 45th time



September 2026
Financial markets could modernise without complex new digital technology, says LB Economist



July 2026
Victims and survivors welcome national rollout of Mayor's Independent Sexual Violence Legal Advice pilot



September 2026
Loughborough opens the new outdoor East Midlands Zero Carbon Innovation Centre



August 2026
Loughborough ends 2026 Commonwealth Games with 45 medals



September 2026
The next frontier is not artificial intelligence, it's artificial societies



August 2026
MSc Supply Chain Management receives CILT accreditation



September 2026
Student project goes on to treat more than 50 life-threatening allergic reactions



August 2026
Italy's sporting fortunes transformed by immigration, sparking wider debate about identity



September 2026
UK SCALE Centre researcher recognised for transforming sustainable agricultural waste management in Vietnam



Teach

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



How We Define Teach

Teach, in this context, means embedding responsible management concepts and the SDGs into learning environments through curriculum design, pedagogy, and extra-curricular activities. At Loughborough Business School, this includes integrating sustainability and ethics into modules, dedicated courses, and masterclasses, ensuring students engage with responsible management throughout their educational experience.

Courses that support RME

Loughborough Business School reports 5 courses in 2025 that support responsible management education and sustainable development goals.

Sustainability Accounting and Accountability | 25BSP434

This module critically examines the role of accounting and accountability in addressing the economic, environmental, and social dimensions of sustainability. It situates financial reporting and management accounting within the broader context of sustainable development, highlighting their capacity to both inform and influence organizational decision-making and stakeholder engagement. Attention is also given to corporate governance and responsibility, with an emphasis on how governance mechanisms shape sustainability outcomes and accountability practices. In addition, the module explores emerging developments in sustainability accounting, considering the challenges and opportunities posed by evolving frameworks, standards, and stakeholder expectations. Through theoretical and applied perspectives, students will develop the analytical skills necessary to assess how accounting and accountability can contribute to, and be transformed by, the pursuit of sustainability.

This module enables students to critically engage with how accounting informs and shapes sustainability. They develop analytical skills to assess reporting quality, understand governance and human rights issues, and apply theory to real-world challenges such as climate change, modern slavery, and NGO accountability—equipping them to become responsible professionals.



Sustainability and Responsible Leadership Practices | 25BSP335

BSP335 – Sustainability and Responsible Leadership Practices introduces students to the concepts and practices of responsible business in the context of global sustainability challenges. The module explores how different business models address complex societal and environmental issues, balancing social and sustainable objectives with financial goals. Students analyse real-world case studies from around the world, examining the governance structures, political economy, and funding

mechanisms that shape responsible business. Key themes include social and environmental impact, the role of sustainable development goals, community and government partnerships, and the circular economy. Through participative lectures, discussions, and a reflexive synthesis report, students develop the ability to critically appraise business models, apply frameworks and tools, and design proposals that support responsible leadership and sustainable practices.

This module impacts students by broadening their understanding of how businesses can address complex societal and environmental challenges while pursuing financial objectives. Through critical engagement with global case studies, governance structures, and sustainability frameworks, students develop both analytical and practical skills for evaluating and applying responsible leadership practices. The emphasis on the Sustainable Development Goals, circular economy, and social value creation fosters an ethical and sustainability-oriented mindset, while the reflexive synthesis report enhances their ability to communicate insights clearly. Overall, the module equips students with a global perspective, transferable skills, and the confidence to contribute to more responsible and impactful forms of business leadership.



Sustainable Economic Development and Policy | ECB032

This module examines contemporary economic issues and the policies designed to address them, with a particular focus on sustainable development. It builds on core microeconomics and macroeconomics by exploring topics such as economic growth, inequality, labour markets, and the stability of public debt, alongside the role of governments, monetary authorities, and international institutions in shaping policy. Students engage critically with theories, models, and empirical evidence to assess the effectiveness and trade-offs of different economic policies, including their alignment with the Sustainable Development Goals. Through a mix of lectures, workshops, group presentations, and reports, the module develops students' ability to analyse real-world policy challenges, apply economic reasoning, and communicate their findings effectively.

This module equips students with the knowledge and analytical skills to understand and critically evaluate contemporary economic challenges and policy responses at both national and international levels. By linking core economic theories with real-world issues such as inequality, labour markets, and sustainable development, it strengthens their ability to apply economic reasoning to complex problems. The group assessments enhance teamwork and communication, while the focus on research and data builds strong independent learning and critical thinking skills. Overall, the module fosters a deeper awareness of the role economic policy plays in promoting sustainable development and prepares students to engage thoughtfully with global policy debates.



Responsible Marketing | 25BSP129

This module explores the responsibilities organisations have for the societal impacts of their marketing activities. It examines ethical decision making, corporate social responsibility, sustainable and social marketing, stakeholder engagement, and the role of regulation and professional standards. Drawing on academic theory, industry insights, and the UN Sustainable Development Goals, the module challenges students to reflect on how marketers can respond responsibly to change and contribute to societal well-being. Through a combination of lectures, independent study, and applied assessments, students develop the knowledge, skills, and cultural intelligence needed to evaluate marketing practices critically and design responsible marketing approaches.

This module impacts students by fostering a strong awareness of the ethical and societal implications of marketing decisions and practices. It equips them to critically evaluate marketing strategies through the lens of responsibility, sustainability, and stakeholder impact, encouraging them to think beyond purely commercial outcomes. By engaging with real-world cases, professional insights, and the UN Sustainable Development Goals, students develop cultural intelligence, adaptability, and reflective skills. The applied assessments, such as creating a marketing asset and report, strengthen their ability to translate theory into practice, ultimately preparing them to become responsible, ethical, and future-oriented marketing professionals.



Responsible Management Practice | BSA002

This module introduces students to the principles and practice of responsible management within a contemporary business context while supporting their transition to university study. Through a combination of lectures, workshops and contributions from academic staff across disciplines, students explore topics including sustainability reporting, responsible AI, modern slavery, diversity and inclusion, ethical business practice, cybersecurity, supply chains and emerging digital technologies. The module combines these responsible management themes with the development of core academic and professional skills, enabling students to examine how business decisions affect society, the environment and a wide range of stakeholders. As a compulsory first-year module for all undergraduate Business School students, it provides a shared foundation for understanding responsible and sustainable business practice.

This module equips students to think critically about the responsibilities of organisations and business professionals in addressing social, environmental and ethical challenges. Through engagement with topics such as sustainability reporting, responsible AI, modern slavery, diversity and inclusion, students develop an awareness of the wider impacts of business activity and the importance of ethical decision-making. The module also encourages students to reflect on their own values, behaviours and professional responsibilities while developing the academic, digital and employability skills needed to contribute positively in their future careers. By introducing responsible management concepts at the beginning of their studies, the module establishes a foundation that students can build upon throughout their degree programme.



Teaching Awards

In 2025, 3 awards were given to faculty and educators at Loughborough Business School.



UK & Ireland Green Gown Awards 2026 – Next Generation Learning and Skills Award (Finalist)

Granter: EAUC (Alliance for Sustainability Leadership in Education) through the UK & Ireland Green Gown Awards.

Grantee: Dr Richard Hodgkins and colleagues, Loughborough University.

Award Description:

The University's Climate Change Governance MA/MSc curriculum was shortlisted in recognition of its innovative approach to sustainability education. The award celebrates outstanding achievement in the development of academic courses, skills and capabilities relevant to sustainability. The programme equips students with practice-based skills and knowledge related to clean energy transitions and sustainable development.



Green Gown Awards 2025 – Student Engagement Award (Winner)

Granter: EAUC (Alliance for Sustainability Leadership in Education) through the Green Gown Awards.

Grantee: Loughborough University

Award Description:

The University received the award for its Climate Cup initiative, a student-led sustainability programme that engages participants in climate action, biodiversity, sustainable travel, waste reduction and environmental leadership. The initiative was recognised for its innovative approach to student engagement and sustainability education beyond the classroom.

Positive Impact Rating 2026 – Level 4 "Transforming" Institution

Granter: Positive Impact Rating Association

Grantee: Loughborough Business School

Award Description:

Based entirely on student evaluations, the Positive Impact Rating assesses how effectively business schools address societal and environmental challenges and prepare students to become responsible leaders. In 2026, Loughborough Business School advanced from Level 3 "Progressing" to Level 4 "Transforming", reflecting its continued efforts to embed sustainability, ethics and responsible leadership across the curriculum and broader student experience.

Educator Recognition

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

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

Teaching Voices

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

Embedding Responsible Management Across the Curriculum

As part of Loughborough Business School's *Progress with Purpose* strategy, a School-wide programme refresh has been implemented across all undergraduate programmes to embed responsible management, sustainability and Sustainable Development Goal (SDG) related content

throughout the student learning journey. Reflecting on this initiative, Rachael Mabe, Director of Student Experience, explained: *"We have updated all our undergraduate programmes to incorporate modules which tackle critical modern business challenges such as sustainability, ethical business practice, and responsible management. These modules will help our students develop the critical skills and understanding to be effective, purpose-driven leaders, whatever they go on to do after graduation."*

Rather than confining responsible management education to a small number of specialist modules, the curriculum refresh seeks to integrate sustainability, ethics and social impact across programmes and stages of study, ensuring students encounter these themes progressively throughout their degree. The initiative has been complemented by the establishment of a Student Responsibility Committee, which provides a formal mechanism for student feedback on responsible management and sustainability, helping to inform ongoing curriculum development and implementation. This approach was recognised by the Positive Impact Rating 2026, which highlighted the School's programme refresh and student engagement structures as examples of how responsible management principles can be embedded through governance, curriculum design and partnership with students.

Future-Fit Teaching and Learning

Through its Future-Fit Teaching and Learning initiative, Loughborough Business School has redesigned undergraduate learning around contemporary business challenges, including sustainability, ethical business practice and responsible management. The approach combines purpose-led modules with innovative teaching technologies and applied learning opportunities, including holographic guest speakers, digital learning platforms, simulations and Harvard case studies. Students are encouraged to engage with ethical dilemmas, corporate responsibility and responsible leadership while developing communication, digital and decision-making skills relevant to future careers. The initiative is championed by Professor Vikki Locke, Director of Undergraduate Studies, and Justine Wood, Associate Dean for Education and Student Experience, reflecting the School's commitment to preparing students to address complex business and societal challenges through responsible and sustainable management practices.

Barriers to Innovative Curriculum

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

- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Compliance and legal concerns
- ❖ Curriculum inertia
- ❖ Faculty resistance
- ❖ Measurement and benchmarking issues

- ❖ Outdated infrastructure
- ❖ Overloaded faculty
- ❖ Resistance from students
- ❖ Risk aversion
- ❖ Time constraints

Barriers to Innovative Pedagogy

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

- ❖ Assessment rigor concerns
- ❖ Administrative hurdles
- ❖ Classroom infrastructure limitations
- ❖ Faculty confidence gaps
- ❖ Learning curve for faculty
- ❖ Risk aversion
- ❖ Technology gaps
- ❖ Time constraints

Continue telling your story

Embedding SDGs in our curriculum

We remain committed to transforming our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy. This commitment is reflected in the inclusion of relevant topics in lectures, the development of dedicated modules across our degree programmes, and the embedding of these principles within our pedagogical approach and all educational efforts.

This is in line with our related strategic commitments as also summarised in the extract from the University Sustainability Strategy, copied below.

The following sections provide further details of our responsible management education activities, including curriculum mapping and programme enhancement initiatives, a showcase of the Loughborough MBA, innovative pedagogical approaches, and examples of student engagement in sustainability, responsibility and social impact.

Sustainable Education

At Loughborough our aim is to develop staff and students who have a high degree of sustainability awareness so that they can take responsibility for their own actions and behaviours to influence others. We will actively promote and integrate green skills into our educational and extra-curricular programmes.

SDGs: 4, 10, 17

Our objectives

- Embed sustainability within our curriculum, including creating standard sustainability training modules for all staff and students.
- Encourage flexible teaching practices to enable adaptable working arrangements to ensure the broadest access to our teaching and to support our international ambitions.
- Use the campus environment, including its biodiversity, within the curriculum and as a teaching space and living laboratory.
- Establish opportunities for extra-curricular sustainability study programmes, internships, and short courses.
- Provide sustainability training for staff and Doctoral Researchers to support our aspirations in education for sustainable development and to support a vibrant and inclusive sustainability culture and community.

Commitments

- Introduce six new Grand Challenge modules linked to the SDGs, offered as optional modules for all undergraduate students from the 2025/26 academic year, with a target of 20% enrolment of undergraduate students.
- 100% of University Leadership Group to have undertaken sustainability training by the end of the 2025/26 academic year.
- Over 50% of all Grade 7 and above staff to have undertaken sustainability training by end of academic year 2027/28.
- Fully embed sustainability across our curricula as part of the cyclical programme review by 2029.

Extract from Loughborough University's Sustainability Strategy (2025, p. 2)

Mapping the teaching of SDGs across LB (I)

Mapping Overview

- A previous SIP Report (2022) mapping exercise found that a third of our modules (about a quarter of UG and 40% of PG) are SDG-related.
- To explore coverage more deeply, an additional mapping exercise was conducted on SDG teaching across Loughborough Business School (LB) undergraduate (UG) modules (Jan-April 2024).
- Led by Betul Mamudi (Master's student under the Talent Match Internship programme), supervised by Elaine Conway, and supported by the central university sustainability team, which ran a parallel mapping for the School of Social Sciences and Humanities (SSH) using the same methodology.

Methodology

- Developed a simple Excel tool to evaluate SDG coverage (0 = no coverage, 1 = partial, 2 = some coverage).
- Reviewed UG module specification documents (compulsory and electives) across Parts A, B, and C.

- Categorised results into Social, Environmental, and Economic SDGs and mapped them against each of the 17 SDGs.

Summary Results

- Findings at the specification level align with the 2022 mapping, confirming frequent focus on SDGs 4, 5, 8, 9, 10, 11, and 12.
- Coverage of Environmental SDGs appears weaker compared to stronger Social and Economic SDGs.
- A deeper review of semester 1 and early semester 2 content (slides and learning documents) for accounting programmes revealed better coverage across all topics, including environmental SDGs.
- Discrepancy between module specifications and detailed learning materials is attributed to broad descriptors designed for flexibility, highlighting the importance of deeper reviews of actual teaching content.

Average scores of mapping modules to the UN SDGs

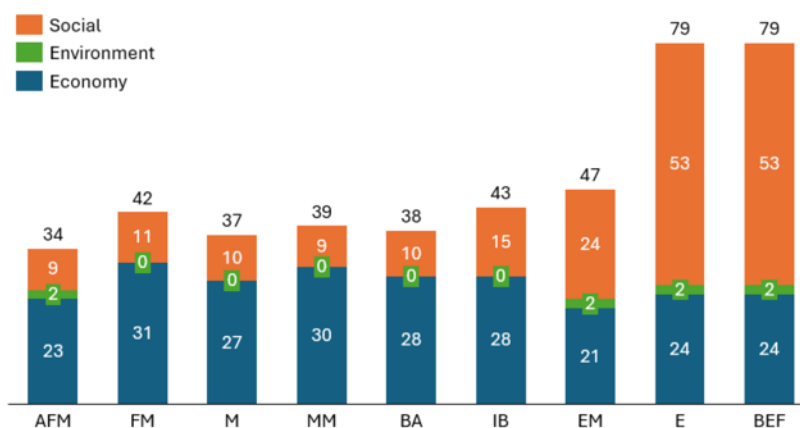


Mapping the teaching of SDGs across LB (II)

Programme-level SDG Mapping

- The following figure presents the mapping of SDGs across LB's undergraduate BSc degree programmes based on total mentions at the module specification level
- The analysis highlights that SDGs are covered across all programmes, with a pattern consistent with the broader findings from the earlier mapping exercise: social and economic SDGs dominate, while environmental SDGs are comparatively less represented.
- An example of a specific degree programme is presented next: **The Loughborough MBA**, which integrates Responsible Management Education (RME) principles into its programme-level learning goals and teaching approach.

Mapping modules to the UN SDGs – LB BSc Degrees – total mentions at module specification level.



Codes: AFM = Accounting and Financial Management, FM = Financial Management, M = Management, MM = Marketing and Management, BA = Business Analytics, IB = International Business, EM = Economics and Management, E = Economics, BEF = Business Economics and Finance.

Selected modules with RME focus

Module, level (Under Graduate: UG; Post Graduate: PG) and content	Module Leader
<i>BSB006 Ethics in Finance and Accounting</i> (UG). Identifies and evaluates ethical theories underpinning behaviour, reviews professional codes of conduct and evaluates their effectiveness and explores ethical questions that may be encountered on professional context.	B Xue
<i>BSB150 Business Ethics and Corporate Social Responsibility</i> (UG). Increases awareness of the theoretical and practitioner arguments behind CSR within organisations and explores ethical questions encountered on work placement or other work experience.	S H Barnard
<i>ECB035 and 22ECC017 The Economics of Social Issues</i> (UG). Modules provide an understanding of the connection between social objectives and economic activity by inter alia looking at the nature of market systems, measures of poverty and inequality and role of government.	AR Gourlay
<i>ECC139 Environmental Economics</i> (UG). Illustrates students how to analyse a range of environmental issues using economic theory and statistical techniques and shows how this analysis can inform environmental policy debates.	A Sharimakin
<i>BSP071 Responsible Global Business Practices</i> (PG). Introduces students to social entrepreneurship and the ways it tackles complex societal problems and helps them develop a better understanding of how social entrepreneurship and CSR can work in tandem.	J Holstein
<i>BSP401 Small Business & Entrepreneurship</i> (PG). Focuses on implications of different motivation approaches to organisational stakeholders and develops an understanding of how work can be shaped to be engaging and fulfilling.	M L Clarke
<i>BSP402 Well-being and Work</i> (PG). Focuses on psychological and physical well-being of employees, including the impact of a range of work and organisational practices that develop well-being and how this can be evaluated, managed, and developed.	E Selenko
<i>BSP434 Sustainability Accounting and Accountability</i> (PG). It critically examines the role of accounting and accountability in addressing the economic, environmental, and social dimensions of sustainability	B Xue
<i>BSP455 Employment Relations: (PG).</i> Considers labour exploitation, labour representation and voice, international aspects of ethical practise in relation to employee relations, employee rights in developing economies.	P Beszter
<i>ECP900 The Economics of Sustainability and Net Zero</i> (PG). Identifies and assess how complex economic, regulatory, engineering, institutional and environmental factors influence the potential feasibility for new technologies to transform energy systems.	D S Saal
<i>ISP493 Ethics and the Trust Economy</i> (PG). Reviews ethical issues associated with digital technologies, the elements that build trust, how these are measured and their impact both societally and economically.	G A Smith, M Sykora

Selected SDG-relevant modules

Module code	Module title	Academic group	Module Leader
UNDERGRADUATE			
BSA007	Skills for Study, Placement and Employment	IB	A Berry
BSA008	Skills for Study and Employment	IB	P Alexopoulou
BSA053	Organisations in the International Context	IB	ML Clarke
BSA506	Management of Human Resources	WO	C Casey
BSB006	Ethics in Finance and Accounting	AF	B Xue
BSB007	Financial Reporting	AF	K Martin
BSB040	Human Resource Management	WO	N Black
BSB046	Organisation Studies	WO	N Black
BSB052	International Management	IB	D Roberts
BSB100	Operations Management	MSO	J Gwa
BSB125	Retail and Service Operations	MR	C Talay
BSB135	Consumer Behaviour	MR	R Appiah-Campbell
BSB150	Business Ethics and Corporate Social Responsibility	WO	SH Barnard
BSB510	Human Resource Management in Sports Organisations	WO	A Attom
BSB580	Operations Management	MSO	J Gwa
BSB590	The Contemporary Business Environment	IB	Q Hu
BSB710	Leading and Developing Others	WO	A Attom
BSB711	Psychological Approaches to Human Resource Management	WO	O Kombeiz
BSC009	Strategic Management Accounting & Performance	AF	S Grubnic
BSC021	Issues in Financial Reporting	AF	EA Conway
BSC024	International Economics	EC	B Gao
BSC030	Corporate Governance	AF	C N OSullivan
BSC051	International Corporate Governance and Firms	IB	A Chizema
BSC053	International Negotiations	IB	E Georgiadou
BSC063	Decision and Efficiency Analysis	MSO	N Argyris
BSC080	Analysing Careers	WO	SH Barnard
BSC085	The Changing Work Organisation	WO	J Ijebor
BSC100	Advanced Interpersonal Skills	WO	CJ Travers
BSC105	International Human Resource Management	WO	DJ Sage
BSC115	International Marketing	MR	AC Nwoba
BSC127	Information and Knowledge Management	IM	C Ravenwood
BSC171	Contemporary Issues in Retailing Channels	CSM	C Talay
BSC522	Entrepreneurship and Innovation	IB	N Barker
BSC575	Leadership & Interpersonal Skills	WO	A Attom
ECB035	The Economics of Social Issues	EC	AR Gourlay
ECB136	Transport Economics	EC	AA Russo
ECC017	The Economics of Social Issues	EC	AR Gourlay
ECC139	Environmental Economics	EC	A Sharimakin
POSTGRADUATE			
BSP007	Management of Human Resources in the Sport Industry	WO	AK Attom
BSP008	Accounting for Decision Making	AF	KN Greenhalgh, K Lee
BSP015	International Semester	IB	A Zimmermann
BSP020	Human Resource Management	WO	C Casey
BSP023	Operations Management	MSO	K Chatha
BSP030	Personal Development for Employability	IB	M Aitken

BSP032	International and Cross Cultural Management	IB	A Zimmermann, V Sukumara-Panicker
BSP033	International Business Environment	IB	V Sukumara-Panicker
BSP040	International Marketing	MR	C Talay
BSP060	International Financial Management	AF	S M Frost
BSP061	Innovation and Entrepreneurship	IB	N Barker
BSP064	Digital Marketing and Social Media	MR	FE Ellis-Chadwick
BSP070	International Business Negotiations	IB	E Georgiadou
BSP071	Global Social Entrepreneurship and CSR	IB	J Holstein
BSP072	International Entrepreneurship and Migration	IB	M Richey
BSP112	Information Systems: Strategy and Management	IM	P Kawalek
BSP115	Advanced Management	MR	M Abubakre
BSP154	Managing Innovation	IB	AJ Berry
BSP156	Operations Management	MSO	J Gwa
BSP157	Strategic Marketing	MR	RA Mabe
BSP158	Leading the Organisation: Leading People	WO	E Dietl
BSP160	Leading Strategic Change	IB	M Kennard
BSP163	Managing the Global Firm	IB	Z Aycan
BSP164	Work Based Learning Project and Research Methods	WO	K Grant
BSP220	Managing Corporate Reputation	MR	K Ifie
BSP293	Global Strategy	IB	N Hajli
BSP301	Strategic Marketing	MR	RA Mabe
BSP303	Management of Human Resources	WO	PE Beszter
BSP304	Business Economics	EC	T-D Jerry Han
BSP308	Corporate Finance	AF	H Zhao
BSP314	Managing Innovation	IB	P Alexopoulos
BSP321	Contemporary Perspectives on Leadership	WO	J Silvester
BSP401	Employee Engagement, Motivation and Voice	WO	IJ Coyne
BSP402	Well-being and Work	WO	E Selenko
BSP403	Work Design, Organisational Change and Development	WO	CJ Travers, N Babu, AK Attom
BSP404	Gathering and Using Evidence in Work Psychology	WO	O Kombeiz
BSP405	Psychological Assessment in Organisations	WO	IJ Coyne
BSP406	Career Development	WO	S H Barnard
BSP407	Learning, Development and Knowledge Management	WO	CR Trusson
BSP434	Sustainability Accounting and Accountability	AF	P Vourvachis
BSP450	Human Resource Management: Theory and Practice	WO	N Black
BSP451	Developing Skills for Business Leadership	WO	CR Trusson
BSP452	Strategic Human Resource Management	WO	C Casey
BSP453	Research Methods for Human Resource Management	WO	SH Barnard
BSP454	Employment Law	WO	PF Beszter
BSP455	Employment Relations	WO	KJ Baverstock
BSP547	Occupational Health and Safety Management Project	WO	PE Waterson
BSPA10	Personal Values and Effectiveness	WO	AL Harrington
ECP900	The Economics of Sustainability and Net Zero	EC	DS Saal
ISP493	Ethics and the Trust Economy	IM	GA Smith, M Sykora

	Accounting & Finance	Finance	Business Analytics
PART A			
Sem 1	BSA012 Financial Accounting Fundamentals (20 - Sems1&2) ECA015 Economics for Financial Studies (20 - Sems1&2) BSA016 Principles of Finance (10) BSA081/BSA082 Quantitative Business Skills (20 - Sems1&2) BSA002 Responsible Management Practice (10) BSA025 Introduction to Law (10)	BSA012 Financial Accounting Fundamentals (20 - Sems1&2) ECA015 Economics for Financial Studies (20 - Sems1&2) BSA016 Principles of Finance (10) BSA081/BSA082 Quantitative Business Skills (20 - Sems1&2) BSA002 Responsible Management Practice (10) BSA025 Introduction to Law (10)	BSA011 Management & International Business Fundamentals (20) BSA029 Principles of Business Analytics (10) BSA081/BSA082 Quantitative Business Skills (20 - Sems1&2) BSA002 Responsible Management Practice (10) BSA010 Business in the Digital Age (10)
Sem 2	BSA012 Financial Accounting Fundamentals (20 - Sems1&2) ECA015 Economics for Financial Studies (20 - Sems1&2) BSA081/BSA082 Quantitative Business Skills (20 - Sems1&2) BSA005 Organisational Behaviour (10) BSA027 Ethics & Professional Skills (20)	BSA012 Financial Accounting Fundamentals (20 - Sems1&2) ECA015 Economics for Financial Studies (20 - Sems1&2) BSA081/BSA082 Quantitative Business Skills (20 - Sems1&2) BSA005 Organisational Behaviour (10) BSA027 Ethics & Professional Skills (20)	BSA031 Programming Fundamentals (20) BSA081/BSA082 Quantitative Business Skills (20 - Sems1&2) Optional Module (10) BSA027 Ethics & Professional Skills (20)
PART B			
Sem 1	BSB027 Financial Markets & Derivatives Fundamentals (20) BSB031 The Future Workplace (10) BSB016 Digital Technologies for Accounting & Finance (10) BSB005 Management Accounting (20 - Sems1&2) Optional Module (10)	BSB027 Financial Markets & Derivatives Fundamentals (20) BSB031 The Future Workplace (10) BSB016 Digital Technologies for Accounting & Finance (10) BSB070 Accounting for Management Decisions (10) Optional Module(s) (2 x 10 OR 1 x 10 + 1 x 20 - Sems1&2)	BSB019 Knowledge Data & Information Systems Development (20 - Sems1&2) BSB021 Operations & Supply Chain Management (20 - Sems1&2) BSB031 The Future Workplace (10) BSB120 Management Science Methods (10) Optional Module(s) (2 x 10 OR 1 x 20, OR 1 x 10 + 1 x 20 - Sems1&2)
Sem 2	BSB005 Management Accounting (20 - Sems1&2) BSB007 Financial Reporting (20) Optional Module (10) BSB034 Corporate Finance (20)	BSB028 Financial Statements Analysis & Valuations (10) Optional Modules (1 x 10 + 1 x 20 OR 1 x 20 + 1 x 20 - Sems1&2) - must take AT LEAST ONE 20 in Part B BSB034 Corporate Finance (20)	BSB019 Knowledge Data & Information Systems Development (20 - Sems1&2) BSB021 Operations & Supply Chain Management (20 - Sems1&2) BSB110 Data Analysis for Management (10) Optional Module (10 OR 1 x 10 + 1 x 20 - Sems1&2) BSB003 Business Sustainability Project (20)
PART C			
Sem 1	BSC046 Audit & Assurance (10) BSC043 Ethics in Finance & Accounting (10) BSC005 Financial Reporting: Theory & Practice (10) BSC023 Advanced Management Accounting (20 - Sems1&2) Optional Modules (2 x 10)	BSC017 Financial Risk Management (10) BSC043 Ethics in Finance & Accounting (10) Optional Modules (4 x 10 OR 2 x 10 + 1 x 20, OR 3 x 10 + 1 x 20 - Sems1&2) - 70:50 OR 50:70 possible	BSC071 Strategic Management of Big Data (10) BSC190 Advanced Analytics for Web & Social Media (20) Optional Modules (3 x 10 OR 2 x 10 + 1 x 20 - Sems1&2, OR 1 x 10 + 2 x 20 - Sems1&2) - Must take between 1 and 3 of Sem1 and Sem2 core options
Sem 2	BSC023 Advanced Management Accounting (20 - Sems1&2) Optional Modules (3 x 10 OR 1 x 20 + 1 x 10) BSC038 Work-Based Project (20)	BSC014 Portfolio Management (20) BSC019 Multinational Financial Management (10) Optional Module(s) (1 x 10 OR 1 x 20 - Sems1&2) - 70:50 OR 50:70 possible BSC038 Work-Based Project (20)	BSC193 Data Management & Visualisation (10) Optional Modules (3 x 10 OR 2 x 10 + 1 x 20 - Sems1&2, OR 1 x 10 + 2 x 20 - Sems1&2) - Must take between 1 and 3 of Sem1 and Sem2 core options BSC038 Work-Based Project (20)

	Management	International Business	Marketing
PART A			
Sem 1	BSA011 Management & International Business Fundamentals (20) BSA055 Principles of Marketing (10) BSA081/BSA082 Quantitative Business Skills (20 - Sems1&2) BSA002 Responsible Management Practice (10) BSA010 Business in the Digital Age (10)	BSA011 Management & International Business Fundamentals (20) BSA055 Principles of Marketing (10) BSA081/BSA082 Quantitative Business Skills (20 - Sems1&2) BSA002 Responsible Management Practice (10) BSA010 Business in the Digital Age (10)	BSA011 Management & International Business Fundamentals (20) BSA055 Principles of Marketing (10) BSA081/BSA082 Quantitative Business Skills (20 - Sems1&2) BSA002 Responsible Management Practice (10) BSA010 Business in the Digital Age (10)
Sem 2	BSA003 Introduction to Accounting (10) BSA005 Organisational Behaviour (10) BSA081/BSA082 Quantitative Business Skills (20 - Sems1&2) Optional Module (10) BSA027 Ethics & Professional Skills (20)	BSA003 Introduction to Accounting (10) BSA028 International Business & Culture in Different Contexts (10) BSA081/BSA082 Quantitative Business Skills (20 - Sems1&2) Optional Module (10) BSA027 Ethics & Professional Skills (20)	BSA003 Introduction to Accounting (10) BSA024 Applications of Marketing Fundamentals (10) BSA081/BSA082 Quantitative Business Skills (20 - Sems1&2) Optional Module (10) BSA027 Ethics & Professional Skills (20)
PART B			
Sem 1	BSB019 Knowledge Data & Information Systems Development (20 - Sems1&2) BSB021 Operations & Supply Chain Management (20 - Sems1&2) BSB031 The Future Workplace (10) Optional Modules (3 x 10 OR 1 x 10 + 1 x 20, OR 2 x 10 + 1 x 20 - Sems1&2, or 1 x 20 + 1 x 20 - Sems1&2)	BSB019 Knowledge Data & Information Systems Development (20 - Sems1&2) BSB018 Grassroots Business (10) BSB031 The Future Workplace (10) BSB032 Transformative International Business in Practice (20) Optional Module (10 OR 20 - Sems1&2)	BSB004 Consumer Psychology & Behaviour (20) BSB031 The Future Workplace (10) BSB105 Global Brand Management (10) Optional Module(s) (1 x 20 OR 2 x 10, OR 1 x 10 + 1 x 20 - Sems1&2) - can take 30 optional credits here, but this makes 70:50 Sems1&2 balance and no Sem2 option
Sem 2	BSB019 Knowledge Data & Information Systems Development (20 - Sems1&2) BSB021 Operations & Supply Chain Management (20 - Sems1&2) Optional Module(s) (2 x 10 OR 1 x 20, OR 1 x 10 + 1 x 20 - Sems1&2) BSB003 Business Sustainability Project (20)	BSB019 Knowledge Data & Information Systems Development (20 - Sems1&2) BSB033 Corporate Social Responsibility & International Governance (20) Optional Module (10 OR 20 - Sems1&2) BSB003 Business Sustainability Project (20)	BSB011 Digital Marketing & Analytics (20) BSB126 Marketing Research (10) Optional Module (10) - can take 20 optional credits here, but makes 50:70 balance BSB003 Business Sustainability Project (20)
PART C			
Sem 1	BSC055 Global Strategic Management (20 - Sems1&2) BSC011 Entrepreneurship & Innovation (10) Optional Modules (4 x 10 OR 1 x 20 + 2 x 10, OR 1 x 20 + 1 x 10 + 1 x 20 - Sems1&2, OR 3 x 10 + 1 x 20 - Sems1&2, OR 2 x 10 + 2 x 20 - Sems1&2, OR 1 x 20 + 2 x 20 - Sems1&2)	BSC005 Global Strategic Management (20 - Sems1&2) BSC047 Small Business Issues & Planning (20 - Sems1&2) Optional Modules (4 x 10 OR 1 x 20 + 2 x 10, OR 1 x 20 + 1 x 10 + 1 x 20 - Sems1&2, OR 3 x 10 + 1 x 20 - Sems1&2)	BSC039 Marketing Communications & Public Relations (20) BSC115 International Marketing (10) BSC049 Sales Management (10) Optional Module(s) (2 x 10 OR 1 x 20, OR 1 x 10 + 1 x 20 - Sems1&2, OR 2 x 20 - Sems1&2) - check optional modules
Sem 2	BSC055 Global Strategic Management (20 - Sems1&2) BSC089 Rethinking Leadership: Theory & Practice (10) Optional Modules (2 x 10 OR 1 x 10 + 1 x 20 - Sems1&2, OR 2 x 20 - Sems1&2) BSC038 Work-Based Project (20)	BSC005 Global Strategic Management (20 - Sems1&2) BSC047 Small Business Issues & Planning (20 - Sems1&2) BSC053 International Negotiations (10) Optional Module (10 OR 20 - Sems1&2) BSC038 Work-Based Project (20)	BSC110 Marketing Strategy & Planning (20) Optional Modules (2 x 10 OR 1 x 10 + 1 x 20 - Sems1&2, OR 2 x 20 - Sems1&2) - check optional modules BSC038 Work-Based Project (20)

	Economics	Economics & Finance	Economics & Management
PART A			
Sem 1	ECA001 Principles of Macroeconomics (20 - Sems1&2) ECA002 Principles of Microeconomics (20 - Sems1&2) ECA003 Data Analysis (10) ECA004 Quantitative Economics (20 - Sems1&2) BSA002 Responsible Management Practice (10) ECA014 Foundations for Economists (20 - Sems1&2)	ECA001 Principles of Macroeconomics (20 - Sems1&2) ECA002 Principles of Microeconomics (20 - Sems1&2) ECA003 Data Analysis (10) ECA004 Quantitative Economics (20 - Sems1&2) BSA002 Responsible Management Practice (10) ECA014 Foundations for Economists (20 - Sems1&2)	ECA001 Principles of Macroeconomics (20 - Sems1&2) ECA002 Principles of Microeconomics (20 - Sems1&2) ECA003 Data Analysis (10) ECA004 Quantitative Economics (20 - Sems1&2) BSA002 Responsible Management Practice (10) BSA055 Principles of Marketing (10)
Sem 2	ECA001 Principles of Macroeconomics (20 - Sems1&2) ECA002 Principles of Microeconomics (20 - Sems1&2) ECA005 Statistics for Economics (10) ECA004 Quantitative Economics (20 - Sems1&2) ECA014 Foundations for Economists (20 - Sems1&2) Optional Module (10)	ECA001 Principles of Macroeconomics (20 - Sems1&2) ECA002 Principles of Microeconomics (20 - Sems1&2) ECA005 Statistics for Economics (10) ECA004 Quantitative Economics (20 - Sems1&2) ECA014 Foundations for Economists (20 - Sems1&2) Optional Module (10)	ECA001 Principles of Macroeconomics (20 - Sems1&2) ECA002 Principles of Microeconomics (20 - Sems1&2) BSA003 Introduction to Accounting (10) ECA004 Quantitative Economics (20 - Sems1&2) BSA027 Ethics & Professional Skills (20)
PART B			
Sem 1	ECB001 Intermediate Macroeconomics (20 - Sems1&2) ECB002 Intermediate Microeconomics (20 - Sems1&2) ECB003 Introduction to Econometrics (20 - Sems1&2) ECB029 Sustainable Economic Development & Policy (20 - Sems1&2) Optional Modules (2 x 20 - Sems1&2) - can take 1 x 20 - Sems1&2 plus 1 x 20 in Sem2, but this makes 50:70 Sems1&2 balance; 70:50 balance also available	ECB001 Intermediate Macroeconomics (20 - Sems1&2) ECB002 Intermediate Microeconomics (20 - Sems1&2) ECB003 Introduction to Econometrics (20 - Sems1&2) ECB029 Sustainable Economic Development & Policy (20 - Sems1&2) ECB004 Introduction to Financial Economics (20 - Sems1&2) Optional Module (1 x 10 OR 1 x 20 - Sems1&2) - Part B 50:70 and 70:50 possible	ECB001 Intermediate Macroeconomics (20 - Sems1&2) ECB002 Intermediate Microeconomics (20 - Sems1&2) BSB532 Accounting for Managers (10) ECB029 Sustainable Economic Development & Policy (20 - Sems1&2) Optional Modules (2 x 10 OR 1 x 20 - Sems1&2 + 1 x 10) - can take no more than 20 credits of Econ optional modules in Part B - Part B 60:60 only
Sem 2	ECB001 Intermediate Macroeconomics (20 - Sems1&2) ECB002 Intermediate Microeconomics (20 - Sems1&2) ECB029 Sustainable Economic Development & Policy (20 - Sems1&2) ECB003 Introduction to Econometrics (20 - Sems1&2) Optional Modules (2 x 20 - Sems1&2) - can take 1 x 20 - Sems1&2 plus 1 x 20 in Sem2, but this makes 50:70 Sems1&2 balance; 70:50 balance also available	ECB001 Intermediate Macroeconomics (20 - Sems1&2) ECB002 Intermediate Microeconomics (20 - Sems1&2) ECB029 Sustainable Economic Development & Policy (20 - Sems1&2) ECB003 Introduction to Econometrics (20 - Sems1&2) ECB004 Introduction to Financial Economics (20 - Sems1&2) Optional Module (1 x 10 OR 1 x 20 - Sems1&2) - Part B 50:70 and 70:50 possible	ECB001 Intermediate Macroeconomics (20 - Sems1&2) ECB002 Intermediate Microeconomics (20 - Sems1&2) ECB029 Sustainable Economic Development & Policy (20 - Sems1&2) Optional Modules (1 x 20 - Sems1&2 + 1 x 20 OR 1 x 20 - Sems1&2 + 2 x 10, OR 1 x 20 + 1 x 10) - can take no more than 20 credits of Econ optional modules in Part B - Part B 60:60
PART C			
Sem 1	At least 2 of these 3: ECC101 Developments in Macroeconomics (20) AND/OR ECC001 Developments in Microeconomics (20) AND/OR ECC038 Applied Econometrics (20 - Sems1&2) - remaining credits here to be made up of optional modules from Groups 3 and 5 - 50:70 and 70:50 both possible here - maximum 40 non-econ optional credits (Groups 5) in Part C	ECC004 Financial Economics & Asset Pricing (20) Re: Part C Sems1&2, 60 optional credits required - at least 20 credits from Econ optional modules in Groups 1, 2 and 3 - both 50:70 and 70:50 possible here - maximum 40 Non-econ optional credits (Groups 4 and 5) in Part C	BSC055 Global Strategic Management (20 - Sems1&2) BSC011 Entrepreneurship & Innovation (10) Re: Part C Sems1&2, 50 optional credits required - at least 30 credits from Non-econ optional modules in Part C from Groups 3 and 4 - both 50:70 and 70:50 possible here
Sem 2	ECC038 Applied Econometrics (20 - Sems1&2) must be taken if only ONE of Part C Sem1's ECC101/ECC001 are taken - remaining credits here to be made up of optional modules from Groups 4 and 6 - 50:70 and 70:50 both possible here - maximum 40 non-econ optional credits (Groups 6) in Part C ECC142 Research & Communication Skills for Economists (20)	ECC141 Corporate Finance & Derivatives (20) Optional Module(s) - see above ECC142 Research & Communication Skills for Economists (20)	BSC055 Global Strategic Management (20 - Sems1&2) ECC049 Managerial Economics (20) Optional Module (10) - see above ECC142 Research & Communication Skills for Economists (20)

	Accounting and Finance MSc	Finance and Global Trading MSc	Finance and Management MSc	Finance MSc
SEM 1	Compulsory modules: Corporate Finance Fundamentals International Financial Accounting and Reporting Management Accounting: Decision Making Professional Skills for Success Optional modules: Financial Markets and Institutions Sustainability Accounting and Accountability	Compulsory modules: Corporate Finance Fundamentals Quantitative Methods for Finance Financial Markets and Institutions Professional Skills for Success Optional modules: Financial Reporting Sustainability Accounting and Accountability	Compulsory modules: Marketing in the Organisation Corporate Finance Fundamentals Professional Skills for success Optional modules: Financial Reporting Human Resource Management Sustainability Accounting and Accountability	Compulsory modules: Corporate Finance Fundamentals Quantitative Methods for Finance Financial Markets and Institutions Professional Skills for Success Optional modules: Financial Reporting Sustainability Accounting and Accountability
SEM 2	Compulsory modules: Professional Skills for Success Optional modules: Management Accounting: Contol and Performance Management Topics in Financial Reporting and Analysis Applied Corporate Finance Financial Statement Analysis & Valuations Data Analysis for Accounting and Finance Sustainable Finance	Compulsory modules: Professional Skills for Success Derivatives and Risk Management Behavioural Finance Optional Modules: Portfolio Management Applied Corporate Finance Financial Statement Analysis & Valuations Sustainable Finance Data Analytics for Accounting & Finance	Compulsory modules: Professional Skills for Success Strategy Analysis Applied Corporate Finance Optional modules: Small Business & Entrepreneurship Financial Statements Analysis & Valuations Behavioural Finance Sustainable Finance Data Analysis for Accounting & Finance	Compulsory modules: Professional Skills for Success Optional modules: Portfolio Management Derivatives and Risk Management Applied Corporate Finance Financial Statements Analysis & Valuations Behavioural Finance Sustainable Finance Data Analysis for Accounting & Finance
SUMMER	Consultancy Project	Global Financial Trading	Consultancy Project	Consultancy Project

	Business Psychology MSc	Information Systems and Digital Innovation MSc	International Business MSc	Management MSc
SEM 1	Compulsory modules:	Compulsory modules:	Compulsory modules:	Compulsory modules:
	Well-being and Work	Process and Programming for Analytics	International Business Environment	Human Resource Management
	Work Design, Organisational Change and Development	Information Architecture for AI and Digital Spaces	International and Cross Cultural Management	Marketing in the Organisation
	Career Development	Digital Platforms, AI and Business Models	Innovation and Entrepreneurship	Personal Development for Employability
	Gathering Evidence in Work Psychology	Study, Research and Employability Skills	Responsible Global Business Practices	Innovation and Entrepreneurship
			Personal Development for Employability	Responsible Global Business Practices
SEM 2	Compulsory modules:	Compulsory modules:	Compulsory modules:	Compulsory modules:
	Leadership and Performance Management	Managing Big Data	Personal Development for Employability	Information Systems and Management
	Employee Management, Motivation and Voice	Leadership and Project Management	Strategy Analysis	Personal Development for Employability
	Psychological Assessment in Organisations	Digital Innovation Lab	International Business Negotiations	Corporate Finance for Non-Specialists
	Gathering and Using Evidence in Work Psychology	Could Enterprise Resource Planning Systems		
	Learning, Development and Knowledge Management	Digital Ethics and Trust in Business and Society	Optional modules:	Optional modules:
			Information Systems and Management	Strategy Analysis
			Small Business & Entrepreneurship	Small Business & Entrepreneurship
			Digital Marketing	Marketing Communications
			Social Enterprise and Inclusive Entrepreneurship	Cloud Enterprise Resource Planning Systems
			Corporate Finance for non-specialists	Social Enterprise and Inclusive Entrepreneurship
			Global Marketing	Global Marketing
SUMMER	Empirical Research Project in Work Psychology	Dissertation ISDI	Consultancy Project	Consultancy Project
	Dissertation in Business Psychology			

	Work Psychology MSc	Social Science Research MSc	Business Analytics MSc	Economics MSc
SEM 1	Compulsory modules:	Compulsory module:	Compulsory modules:	Compulsory modules:
	Well-being and Work	Research Design and Research Practice	Discovery Analytics	Microeconomic Analysis
	Work Design, Organisational Change and Development	Sustainable Development, Net Zero and Climate Resilience pathway:	Process and Programming for Analytics	Macroeconomic Analysis
	Psychology	Climate Futures	Decision Analytics	Econometric Analysis
	Career Development	Mapping and Modelling the SDGs	Simulation and Risk Analytics	Optional modules:
		Health and Wellbeing pathway:		Economics of Health and Education
		Self-Regulation in Sport Exercise		International Trade and Global Inequality
		Psychology of Exercise for Clinical Populations		
SEM 2	Compulsory modules:	Compulsory modules:	Compulsory Modules:	Compulsory module:
	Leadership and Performance Management	Advanced Quantitative Research Methods in Social Sciences	Managing Big Data	Economic Research: From Conception to Communication
	Employee Engagement, Motivation and Voice	Sustainable Development, Net Zero and Climate Resilience pathway:	Customer Analytics	
	Gathering and Using Evidence in Work Psychology	Economic Modelling and Policy for Sustainable Development	Operations Analytics	Optional modules:
	Psychological Assessment in Organisations	Climate Science into Practice	Policy and Strategy Analytics	Economic Welfare in Imperfect Markets
	Learning, Development and Knowledge Management	Health and Wellbeing pathway:		Economic Growth and Sustainable Development
		Mental Health in Sport and Exercise		International Money and Finance
		Social Processes in Sport		The Economics of Sustainability and Net Zero
SUMMER	Empirical Research Project in Work Psychology	Dissertation in Social Science Research	Analytics Project	Consultancy Project
				Dissertation in Economics

	Human Resource Management MSc	Marketing MSc	Project Management MSc	Supply Chain Management MSc
SEM 1	Compulsory modules: Work Design, Organisational Change and Development Human Resource Management: Theory and Practice Developing Skills for Business Leadership Employment Relations	Compulsory modules Marketing in the Organisation Customer Insights Brand Management Research Methods for Marketing Responsible Marketing	Compulsory modules: Behavioural Project Management Fundamentals of Project Management Applied Systems Thinking People, Organisation and Leadership	Standard and Post-MITx MicroMasters in Supply Chain Management Pathways Discovery Analytics Supply Chain Management Research and Design Process Programming for Analytics Logistics Systems SCALE Connect Decision Analytics Supply Chain Management Research and Design SCALE Connect
SEM 2	Compulsory modules: Learning, Development and Knowledge Management Strategic Human Resource Management Research Methods for Human Resource Management Employment Law	Compulsory modules: Responsible Marketing Digital Marketing Marketing Communications Strategic Marketing in a Changing World Optional modules: Small Business & Entrepreneurship Global Marketing Public Relations	Compulsory modules: Project Governance, Risks and Stakeholder Engagement Contemporary Supply Chain Management Topics Strategic Management of Project-based Organisations Optional modules: International Business Negotiations Social Enterprise and Inclusive Entrepreneurship	Standard and Post-MITx MicroMasters in Supply Chain Management Pathways Supply Chain Management Research Design Customer Analytics Supply Chain Management Research Design Contemporary Supply Chain Management Topics Leadership and Project Management
SUMMER	Dissertation in Human Resource Management Consultancy Project Employment Relations Dissertation	Consultancy Project	Consultancy Project	Capston Project

The Loughborough Full-Time MBA programme

Integration of Responsible Management in Learning Outcomes

The programme aims to develop leaders who are:

Ethically Conscious:

- Equipped to make decisions that consider the broader societal and environmental impacts.

Strategically Responsible:

- Capable of formulating and implementing strategies that promote sustainability and ethical governance.

Innovatively Sustainable:

- Encouraged to pursue innovation with a focus on long-term sustainability and ethical value creation.

Programme Themes

The MBA programme is structured around five key themes, with a notable emphasis on responsible management:

Purposeful Leadership:

Includes core modules such as:

- Leading Strategic Change
- Leading Organisations and People
- Sustainability and Responsible Business Practice

These modules focus on navigating complex business environments with integrity, emphasizing ethical decision-making and sustainable practices.

Performance Management:

Comprises modules like:

- Accounting, Finance and Economic Management
- Business Analytics
- Operations and Project Management

These areas ensure that strategic objectives are delivered effectively, integrating ethical considerations into financial and operational decisions.

Value Creation:

Features modules such as:

- Strategic Marketing
- Digital Economy and Enterprise
- Innovation Management

Encourages the development of innovative solutions with a focus on sustainability and ethical value creation.

Explore and Discover:

Offers electives like:

- Advanced Management
- Managing the Global Firm

Provides opportunities to understand global business challenges, including those related to ethics and corporate responsibility.

Capstone Challenge:

Integrates learning across all themes, emphasizing the application of responsible management principles in real-world scenarios.

Core Modules Emphasising Responsible Management

Sustainability and Responsible Business Practice:

Focuses on sustainable business strategies and ethical practices essential for modern leadership.

Leading Organisations and People:

Highlights the importance of ethical leadership and responsible management in organizational settings.

Leading Strategic Change:

Addresses the ethical implications of strategic decisions and change management.

Elective Modules with Ethical Focus

Advanced Management:

Includes a residential experience that may cover aspects of ethical leadership and responsible decision-making.

Managing the Global Firm:

Explores the complexities of global business operations, including ethical considerations in diverse cultural contexts.

Pedagogy and student activity

The School provides various training programmes, opportunities, online resources, and a biannual teaching forum, focusing on meaningful learning, active engagement, iterative design, and fostering joy and wellbeing.

Building on its strong reputation for high-quality training (ranked 2nd in the UK by the latest Good Teacher Training Guide), the University offers mandatory training for all teaching staff, leading to Fellowship of the Higher Education Academy (HEA), including training in these areas.

Within the University community, our students are very active in respect of action on RME. LSU Rag is the charity and fundraising section of the Students Union. Rag has repeatedly raised over £1million annually for local, national and international charities. With regular events ranging from on-campus colour-runs to climbing Mount Kilimanjaro, Rag provides plenty of exciting fundraising opportunities for students, all in the name of charity.

Personal Best

Personal Best is a unique skills development programme for Loughborough students, structured around the University motto *Veritate, Scientia, Labore*, with each word representing development in academic, professional, and personal dimensions. It is an integral part of LB's first-year core undergraduate module on Skills Development.

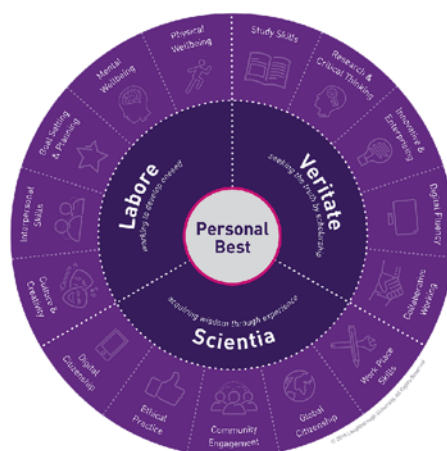
Sustainability and Social **Responsibility** are integrated into the Global Citizenship element of the framework. The Personal Best app is featured within the award-winning MyLboro app, accessible to all Loughborough students to enhance their understanding of mental well-being and other skills and attributes.



Kamsi Daniella Ezeiruoma
Dean's Award for Corporate Social Responsibility 2025

In recognition of their voluntary work mentoring and advising international students on education and career opportunities.

Within LB, one way in which this is recognised is in the *Deans Award for Corporate Social Responsibility (CSR)*. The award recognises any UG, PG or PhD student, who has demonstrated exceptional achievement in the field.



The **Team Business Challenge** is an innovative module assessment at Loughborough Business School, designed to develop students' practical skills and employability. This year, over 460 second-year students from six programmes formed 93 multidisciplinary teams to propose new product innovations for Generation Z. Supported by **The Skinny Food Co**, the challenge culminated in a final event where students pitched their ideas to company co-founders. The winning product, **Low Sugar Gummy Bears**, will move into production, providing

students with a tangible outcome of their work. All finalists received **Certificates of Academic Excellence**, recognising their efforts and enhancing their placement applications. This assessment fosters creativity, teamwork, and professional confidence while offering real-world learning opportunities. Such partnerships underline the value of applied learning and demonstrate the importance of bridging academic theory with industry practice, benefiting students as they prepare for their future careers.

On 22 In April 2025, a team of first-year students from **Loughborough Business School** secured **third place** in the **University Business Challenge Worldwide Finals**, competing against leading undergraduate teams from across the UK. The competition uses a simulation-based business environment to develop employability and enterprise skills through decision-making, teamwork and commercial problem-solving.

Adishree Rai Sood reflected that the experience helped students develop key skills including teamwork, critical thinking, decision-making and resilience, while providing opportunities to analyse markets, manage businesses and make informed decisions under pressure. The achievement demonstrates the value of experiential learning in enabling students to apply classroom knowledge in realistic business scenarios and further strengthens the School's commitment to developing career-ready graduates.





Research

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

How We Define Research

In our institution, research is understood as rigorous, responsible inquiry that generates knowledge addressing societal, economic, and environmental challenges. Guided by ethical standards and the Research Principle, we define it as producing impactful insights that advance academic excellence while contributing to sustainable development and positive change.

Research vs Research for RME/Sustainable Development



Research Funding

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



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2025, Loughborough 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 2025, Loughborough Business School reported 5 research projects that implemented responsible or sustainable activities.

Digital Decarbonisation and Sustainable Technologies

Period Covering: January, 2024 - September, 2026

Department: Computer Information Systems

Researchers at Loughborough Business School are exploring the environmental consequences of digital transformation and the opportunities for organisations to reduce their digital carbon footprint. This work examines the sustainability implications of growing data demand, data centres, artificial intelligence and digital technologies, while also developing practical tools that help organisations assess and improve their digital decarbonisation readiness. The project contributes to debates around how businesses can harness technological innovation whilst supporting climate and sustainability goals.

Example publications

- Castro et al. (2025), *Digital data demand and renewable energy limits*
- Hodgkinson et al. (2025), *A conceptual tool to self-assess digital decarbonization readiness*
- Ghosh et al. (2025), *Digital twin, digital thread, and digital mindset in enabling digital transformation*



Circular Economy and Sustainable Supply Chains

Period Covering: January, 2023 - September, 2026

Department: Accounting | Operations

Researchers at Loughborough Business School investigate how businesses can transition towards circular economy models and more sustainable supply chains. Researchers examine resource efficiency, food loss reduction, circular logistics, sustainable production systems and supply chain finance, identifying pathways for organisations to create economic value while reducing environmental impacts. The work supports industry efforts to operationalise Sustainable Development Goal 12 (Responsible Consumption and Production).

Example publications

- Itanola et al. (2025), *Mapping Circular Economy Strategies in the Construction Sector*
- Mate et al. (2025), *Logistics Service Providers' Business Models in the Circular Economy*
- Obayi et al. (2025), *Strategic Interventions for Minimising Food Loss in Agri-Food Supply Chains*
- Zhou and Masi (2025), *Sustainable Supply Chain Finance*
- Truong et al. (2025), *Digital Platforms for Circularity*



Climate Finance, ESG and Corporate Sustainability

Period Covering: January, 2023 - September, 2026

Department: Accounting | Economics | Finance

Researchers are examining the ways financial systems, corporate reporting and governance mechanisms support the transition to more sustainable economies. Projects explore ESG integration, carbon risk, sustainability reporting, green bonds and the financial implications of climate change for firms and investors. This research provides insights for policymakers, regulators and organisations seeking to align financial decision-making with sustainability objectives.

Example publications

- Acheampong et al. (2025), *Bridging ESG and FinTech: A Technological Approach to Carbon Performance*
- Alkhataybeh et al. (2025), *Sustainability Reporting and External Assurance*
- Owusu et al. (2025), *Firm Carbon Risk Exposure and Financial Stability*
- Le and Vivian (2025), *Green Bond Market in Vietnam*
- Abdo et al. (2025), *Transitioning to Net Zero*



Inclusive Entrepreneurship and Social Impact

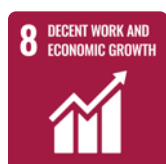
Period Covering: January, 2023 - September, 2026

Department: Marketing | Entrepreneurship

This research explores how entrepreneurship can support social inclusion and sustainable development. Projects investigate refugee entrepreneurship, social enterprise, support programmes for underrepresented entrepreneurs and the role of entrepreneurial ecosystems in generating broader social value. The research aims to understand how business creation can contribute to more inclusive and resilient communities.

Example publications

- Richey and Fathallah (2025), *Volunteer Mentors in Refugee Entrepreneurship Support Programmes*
- Greenman et al. (2025), *Strategy Making and Narrative Identity in Business Support Programmes*
- Olan et al. (2025), *Social Entrepreneurial Marketing and Innovation*
- Tomasella and Conway (2025), *Business Orientation as a Driver of Small Business Social Responsibility*



Equity, Diversity, Inclusion and Responsible Organisations

Period Covering: January, 2023 - September, 2026

Department: International Business | Human Resource Management

Researchers are examining how organisations can create fairer, more inclusive and supportive environments for employees and wider stakeholders. Topics include gender equality, workplace wellbeing, leadership, diversity, responsible HRM and organisational inclusion. This work contributes to understanding how responsible management practices can improve both organisational performance and societal outcomes.

Example publications

- Aycan et al. (2025), *Green Leadership's Predictors and Outcomes*
- Chang and Hu (2025), *Workplace Well-being and Military Social Responsibility*
- Kosonen et al. (2025), *Craft Beer Lacks Space for Women as Beer Professionals*
- Gough et al. (2025), *Workplace Bullying Interventions*
- Vu (2025), *Female Empowerment and Gender Inequality*



Research Awards

In 2025, Loughborough Business School was awarded 4 research awards for responsibility- and/or sustainability-related research.



Vice-Chancellor's Awards 2025 – Impactful Research and Innovation Award (Shortlisted)

Granter: Loughborough University

Grantee: InterAct Network, co-directed by Professor Jan Godsell and colleagues

Award Description:

The InterAct Network was shortlisted for the University's Impactful Research and Innovation Award in recognition of its transformative programme of research exploring the human dimensions of industrial digital transformation. Funded through Made Smarter Innovation and led by social scientists working alongside manufacturers and technology providers, the project supports responsible technology adoption and helps shape the future of UK manufacturing.



Research Impact Award 2026

Granter: Loughborough Business School

Grantee: Iain Coyne

Award Description:

Awarded in recognition of outstanding contribution and achievement in research impact. Iain Coyne's research has focused on creating healthier and more responsible workplaces, including work on organisational readiness for workplace bullying interventions. The award recognises the societal relevance and practical impact of research addressing employee wellbeing and responsible organisational practices.



Andrew Rothwell Award for Responsible Management Education

Granter: Loughborough Business School

Grantee: The award was established in 2026 and had not yet opened for competitive nominations during the reporting period. It was formally launched by Loughborough Business School in honour of the late Andrew Rothwell.

Award Description:

The Andrew Rothwell Award for Responsible Management Education was introduced in 2026 to recognise demonstrated excellence across responsible management education, research, external engagement and institutional activities. Created in memory of former colleague Andrew Rothwell, the award reflects the School's commitment to embedding responsible management principles throughout its academic and professional activities and provides formal recognition for colleagues making significant contributions in this area. The award opened for nominations from 1 August 2026.

EURAM Best Book Award 2025

Granter: European Academy of Management (EURAM)

Grantee: The book Key Questions and Inspiring Answers in Cross-Cultural Management: Conversations with Leading Women Scholars, featuring Professor Zeynep Ayca as one of twelve internationally recognised scholars.

Award Description:

The EURAM Best Book Award recognises outstanding contributions to management research and education. The award-winning volume celebrates the work of leading women scholars whose research has advanced the field of cross-cultural management and generated wider societal impact. Professor Zeynep Ayca was recognised for her influential scholarly contributions and international standing within the field.

Research Presentations Related to RME and/or Sustainability

In 2025, Loughborough Business School gave 4 research presentations related to RME and/or sustainability.

Advancing an Environmentally Sustainable Digital Transformation: Implementing the OECD Recommendation on Digital Technologies and the Environment

Authors: Professor Ian Hodgkinson

Date of publication: November, 2025

Presented at: OECD COP30 Virtual Pavilion

Department: Computer Information Systems

This presentation examined how organisations can support an environmentally sustainable digital transformation through the implementation of the OECD Recommendation on Digital Technologies and the Environment. The work considers the environmental consequences of increasing digitalisation, including the growth of data demand, digital infrastructure and emerging technologies such as artificial intelligence. The presentation highlighted the need for organisations to manage digital carbon emissions responsibly while continuing to harness the benefits of digital innovation and transformation. It also reflected the School's wider Digital Decarbonisation research agenda, which seeks to provide practical tools and frameworks to help organisations assess and improve their digital sustainability performance.



‘The way enthusiasm builds’: Frame amplification and emotional reinforcement in participatory policymaking

Authors: Dr Angelika Zimmermann | J.O. Kenter | A. Dyke

Date of publication: September, 2023

Presented at: European Group of Organisation Studies, Cagliari, Italy

Department: International Business

To create policies about complex environmental challenges, it is vital to involve multiple stakeholders. Whilst research has shown how emotions may influence multi-stakeholder collaborations, the role of emotions in participatory policymaking is not sufficiently understood. This study focuses on the role of emotions during a series of citizen workshops that feed into urban tree management policies. Specifically, we explore how emotions are related to the deliberation of citizens’ frames (i.e. sensemaking schemata). Our findings demonstrate inherent interconnections between participants’ frames and emotions. We identify a chain of mechanisms by which the expression of frames and associated emotions during interactions led to an intertwined amplification of citizens’ frames and reinforcement of their emotions. We also explain the cases of ‘separation’ where this did not occur. Our model extends prior insights into the relationship between frames and emotions

and demonstrates how citizen workshops serve not only to gain citizens' input into public policies, but also to cultivate their frames through emotional reinforcement.



Operational Capabilities of Firms in Sustainable Digital Manufacturing Ecosystems of the Future

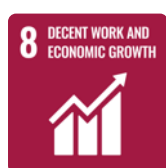
Authors: Wanrong Zhang | Kamran Ali Chatha | Jan Godsell | Ahmet Onur Agca

Date of publication: September, 2023

Presented at: 30th EurOMA Conference (EurOMA 2023)

Department: Supply Chain Management

This research explores how industrial digital technologies are shaping future digital manufacturing ecosystems and identifies the operational capabilities that firms will need to succeed in increasingly sustainable and digitally connected manufacturing environments. Using scenario-development methods, expert interviews and co-design workshops with industry, government and academic stakeholders, the study developed future scenarios for UK manufacturing and examined the capabilities required to realise a "Sustainability Champion" future. The findings highlight the importance of sustainable business models, circular economy practices, supply chain collaboration, digitalisation, sustainability measurement, sustainable technologies and responsible consumption.



Green Leadership's Predictors and Outcomes | [DOI](#)

Authors: Zeynep Aycan | Jennifer Robertson | Dilem Cinli

Date of publication: September, 2025

Department: Leadership

This article provides a comprehensive review of the emerging literature on **green leadership**, defined as leadership that seeks to promote environmental sustainability within organisations. The review examines different forms of green leadership, including environmentally specific transformational, servant, inclusive and authentic leadership, and evaluates their antecedents, outcomes, mediating

mechanisms and contextual influences. The authors identify how leadership can influence pro-environmental behaviour, green innovation, sustainability performance and organisational culture, while also proposing future directions for research and practice.



Publications Related to RME and/or Sustainability

Soil and Organization Studies: Unearthing a 'More-Than-Relational' Ethics Towards Non-Humans

| [DOI](#)

Authors: Daniel Sage

Date of publication: January, 2026

Department: Management

This article examines how soil is increasingly being recognised as a vital yet fragile actor in creating sustainable economies, food systems and communities. Drawing on debates in organisation studies, sustainability and environmental ethics, the paper challenges established approaches that argue humans must always develop closer relationships with non-human environments. Instead, it proposes a novel "**more-than-relational**" ethics, suggesting that in some circumstances sustainability may require humans to step back from, detach from, or even deliberately avoid intervening in non-human systems. The article explores examples including Indigenous farming practices and emerging soilless food production systems to show how different forms of human-nature relationships might contribute to environmental sustainability and multi-species flourishing.



Optimizing Promotional Campaigns to Maximize Customer Lifetime Value: A Dynamic Learning Approach

| [DOI](#)

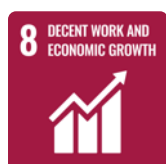
Authors: Rupal Mandania | John Cadogan | Jiyin Liu | Nayyar Kazmi

Date of publication: September, 2025

Department: Management

This study develops a novel reinforcement learning (RL) and optimisation framework that helps organisations design promotional campaigns capable of maximising Customer Lifetime Value (CLV). The research addresses a common challenge faced by firms: making effective marketing decisions when information about customer behaviour is incomplete.

Using customer transaction data and real-time feedback, the proposed model continuously learns which promotional campaigns work best for different customer groups. Unlike traditional approaches that treat customers as passive recipients of marketing initiatives, the framework positions customers as active participants in the value-creation process. The model was demonstrated using data from a ferry travel agency and showed how dynamic, data-driven promotional strategies can improve marketing effectiveness while supporting value co-creation between firms and customers.



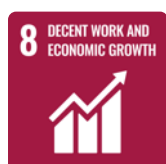
Labor Productivity, Return Predictability, and Operating Profitability | [DOI](#)

Authors: W Liu | D Luo | C Zeng | H Zhao

Date of publication: September, 2025

Department: Finance

This study examines how labour productivity influences firm value and stock market performance. The authors find that labour productivity contains information that helps predict future profitability and stock returns, highlighting the importance of human capital and workforce productivity in business performance and decision-making. The findings suggest that non-financial information such as labour productivity can provide valuable insights for investors, managers and policymakers.



Transitioning to Net Zero: Assessing the Impacts on Asset Impairment, Write-Downs and the Going Concern of Oil and Gas Companies Operating in the UK | [DOI](#)

Authors: Hafez Abdo | Duncan Angwin | Hakim Othman | Freeman Owusu

Date of publication: April, 2025

Department: Accounting

This study examines the implications of the UK's transition to a net-zero economy for oil and gas companies operating in the UK. The researchers conducted 22 interviews with industry professionals, analysed annual reports, and explored how climate transition policies may affect asset impairments, write-downs, company valuations and business continuity. The findings suggest that the transition to net zero is likely to have significant consequences for some oil and gas companies, particularly smaller firms operating mature assets, exposing them to stranded assets, reduced valuations, increased financing challenges and, in some cases, threats to their long-term viability. The study also proposes enhanced climate-related disclosure requirements aimed at improving transparency for investors and stakeholders.



Optimising and Evaluating Centralised Infrastructure Transitions: A Case Study of Wastewater Treatment Plants Consolidations in the UK

| [DOI](#)

Authors: Yasmin Jaaron | David Saal

Date of publication: August, 2025

Department: Economics

This study develops a novel Wastewater Infrastructure Transition Optimisation and Evaluation (WWITOE) framework to assess the economic viability of transitioning wastewater systems towards greater centralisation. The framework combines mathematical optimisation, Geographic Information Systems (GIS) and Cost-Benefit Analysis to evaluate whether consolidating smaller wastewater treatment plants into larger regional facilities can generate long-term efficiencies. Applying the model to a real-world case involving 63 wastewater treatment plants operated by Anglian Water Services, the research demonstrates that the optimal level of infrastructure centralisation is highly context-dependent and that full centralisation may not always be economically or environmentally desirable.



Research Voices

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

Digital Decarbonisation: Informing Sustainable Digital Transformation Through Research and Policy Engagement

The rapid growth of digital technologies presents both opportunities and challenges for sustainable development. Research conducted through the Digital Decarbonisation initiative, co-led by Professor Ian Hodgkinson and Professor Tom Jackson, explores how organisations and policymakers can harness the benefits of digital transformation while reducing its environmental footprint. The initiative focuses on understanding the energy, carbon and governance implications of data creation, storage and use, helping organisations adopt more responsible approaches to digital innovation.

The relevance of this research has been recognised internationally. In 2025, Professor Ian Hodgkinson was invited to participate in the OECD COP30 Virtual Pavilion, joining policymakers, regulators and sustainability experts from around the world to discuss implementation of the OECD Recommendation on Digital Technologies and the Environment. Reflecting on the importance of the discussion, he noted:

"Bringing together digital ecosystem actors for such a collaborative discussion is critical to increasing public awareness and equipping individuals with knowledge to harness digital technologies while mitigating their footprint."

The research has also informed policy development in the United Kingdom. Alongside Professor Tom Jackson and Dr Vitor Castro, Professor Hodgkinson contributed to a report commissioned by the Department for Energy Security and Net Zero examining the energy impact of digitalisation and the growing demands associated with digital infrastructure. Their work has further contributed to a landmark World Economic Forum white paper exploring AI infrastructure, digital sovereignty and responsible approaches to technological development.

InterAct: Advancing Human-Centred Digital Transformation in Manufacturing

The InterAct Network was established as part of UKRI's Made Smarter Innovation programme to ensure that people remained at the centre of industrial digital transformation. Bringing together researchers, manufacturers, policymakers and technology providers, the Network explored the social, economic and organisational dimensions of adopting digital technologies across the manufacturing sector. Co-led by Professor Jan Godsell of Loughborough University and Professor Jillian MacBryde of University of Strathclyde, the initiative aimed to generate evidence, foster collaboration and support more sustainable, resilient and inclusive approaches to industrial innovation. The Network subsequently supported 58 research projects, distributed £1.6 million in research funding and built a community of more than 700 members across academia, industry and policy.

A key feature of InterAct was its emphasis on knowledge exchange. Through research partnerships, international engagement activities and an extensive repository of openly accessible resources, the Network helped organisations better understand not only which technologies to adopt, but also how to implement them successfully through people, processes and culture. Reflecting on the Network's legacy, Professor Jan Godsell highlighted the importance of continued collaboration: *"The collaborative spirit that underpinned our Network remains central to its legacy. I encourage all our members to continue sharing knowledge, interacting, and driving forward a human-centric future for digitally enabled manufacturing."*

Advancing Cross-Cultural Management Through Global Scholarship

Professor Zeynep Aycan was recognised as one of twelve leading women scholars featured in the award-winning book *Key Questions and Inspiring Answers in Cross-Cultural Management: Conversations with Leading Women Scholars*. The publication, which received the European Academy of Management (EURAM) Best Book Award 2025, brings together reflections from internationally renowned academics whose research has shaped the field of cross-cultural management. Through personal narratives and discussions of their scholarly journeys, the book explores how research can contribute to a deeper understanding of culture, leadership, inclusion and global collaboration.

As one of the featured contributors, Professor Aycan reflects on the role of research in addressing challenges that arise in increasingly interconnected and culturally diverse organisations. Her inclusion alongside pioneering scholars from around the world highlights the international influence of her work and its contribution to advancing understanding of how organisations can navigate cultural differences in responsible, inclusive and effective ways. Commenting on the recognition, Professor Aycan stated: *"I am delighted and deeply honored to have been included in this powerful collective story that highlights the voices, challenges, and contributions of women in our field."*

The book demonstrates how management research extends beyond academic publication to influence thinking on diversity, inclusion, international collaboration and responsible leadership. By bringing together the experiences and insights of women who have helped shape the discipline, it also highlights the importance of diverse perspectives in developing research that addresses complex global challenges and supports more inclusive forms of management and organisation.

Women's Voices in Cross-Cultural Management Research

Michelle Richey, Senior Lecturer in Technology and Entrepreneurship, explores how entrepreneurship can create positive social change, particularly for people facing marginalisation. Her research on refugee entrepreneurship began as an evaluation of support provided by the social enterprise TERN, but developed into a much broader programme of work across Europe and East Africa. Reflecting on

the impact of the project, Michelle noted: *“Our findings ended up informing Home Office policy on business support for refugees, which was pretty incredible to see. The work has since expanded across Europe and East Africa.”*

Michelle also highlights the importance of collaboration and engagement beyond academia. She explains: *“One of the most rewarding aspects has been bringing together stakeholders from across the refugee sector to create a community-led network. Before this, many support organizations were working in isolation, but now they share knowledge, develop best practices together, and collaborate on funding opportunities.”* For Michelle, this work demonstrates the value of engaged scholarship, describing it as *“a perfect example of what academic work can achieve when it bridges research and real-world practice.”* Her research continues to support practitioners, policymakers and community organisations working to improve opportunities for displaced entrepreneurs.

Research Barriers

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

- ❖ Time constraints
- ❖ Skills and expertise gaps
- ❖ Participant recruitment
- ❖ Data access and management
- ❖ Funding challenges

Continue telling your story

Embedding SDGs in our research

We remain committed to conducting research that inspires responsible management and educational practice. This commitment is reflected in our research outputs, conference presentations, doctoral research projects, research awards, and funded research, as outlined in the next pages. This also aligns with our related strategic commitments, which are summarised in the university sustainability strategy extract provided below.

Sustainable Research and Innovation

We will grow our research and innovation capacity in sustainability facing areas such as clean energy and the circular economy and enable the university to play a leading international role in mitigating the climate emergency, maximising our impact on helping society reduce and avoid the creation of greenhouse gas emissions.

SDGs: All goals

Our objectives

- Support and fund the expansion of research and innovation into new areas of enquiry, future technologies and thus support societal changes that are needed to address the known and emerging sustainability and climate resilience challenges, across diverse areas of research at Loughborough.
- Put our research into practice using our campuses as living laboratories through the deployment of renewable technologies, bio-diversity monitoring, and climate risk management. Through our research, we will encourage innovation and enterprise to directly address issues of sustainability.
- Increase the involvement of students, communities, and partner institutions in our sustainability facing research and innovation.
- Impact society and engage with the public, partners, and policy makers on sustainability and the use of our sustainability and climate change facing research.

Commitments

- Launch the Energy and Net Zero Institute in the 2025/26 academic year and lead at least two major, externally- funded research programmes that contribute to clean energy or environmental sustainability by 2030, and double our Scope 4 impact on global carbon emissions.
- Embed sustainable research practices in subsequent university Institutes established through the Research and Innovation Core Plan.
- Establish a baseline for research funding income and partnerships through the Energy and Net Zero Institute, achieving a 5% year-on-year real income growth.
- Embed education and training in sustainable research practices in the curriculum of the Research Academy for the broader research community including doctoral and postdoctoral researchers.
- Support, on average, one active staff spin-out enterprise and three active student spin-out enterprises relating to sustainability per year up to 2030.

Extract from Loughborough University's Sustainability Strategy (2025, p. 3)

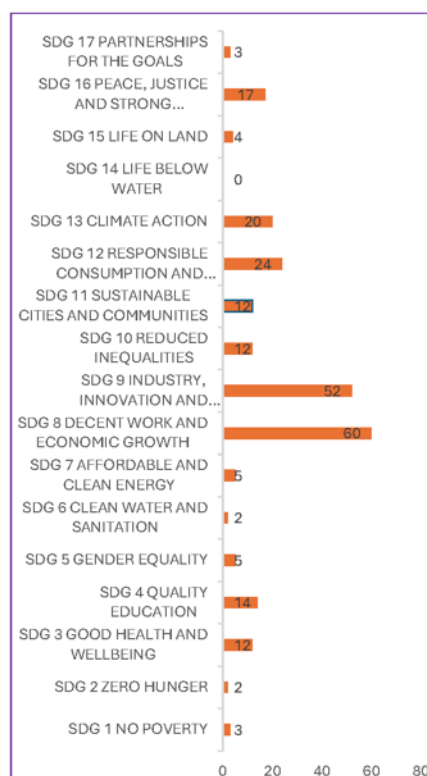
Mapping overview

- A previous SIP Report (2022) mapping exercise (covering 2020-2021) found that a quarter of our published research articles were SDG-related.
- The subsequent review extended the scope to 2022–2023 outputs and, in addition to articles, included conference presentations and book chapters to explore coverage in greater depth.
- For that exercise, we employed a keyword-based SDG identification tool developed by our summer 2024 intern, Anushree Jain, and triangulated the findings using publicly available AI software.
- In the present report, we apply the same methodology but restrict the analysis to research articles published in 2025, reflecting the consistency of findings across output types in the previous review.

Summary Results

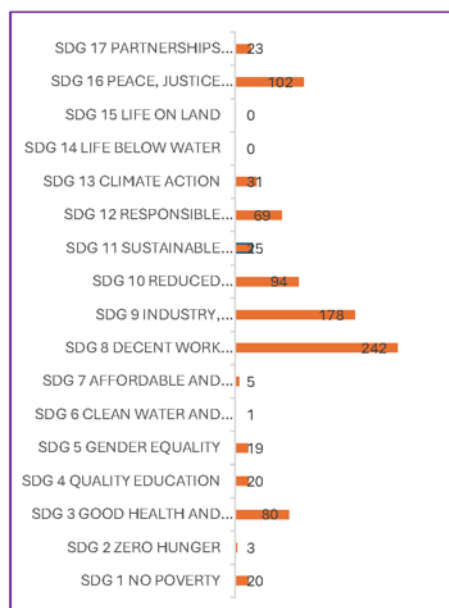
- Findings generally align with the 2022/23 mapping, with outputs frequently focusing on SDGs 8, 9, 12, and 16.
- Strong findings for SDGs 8 and 12 reflect the School's decision to focus on **circular economy**, sustainable business models and responsible production and consumption.
- It is encouraging to see increased coverage of environmental SDGs, particularly SDG13 (Climate Action), reflecting the growing prominence of research on **digital decarbonisation**, climate finance, net-zero transitions and sustainability-oriented innovation.

2025 Journal articles

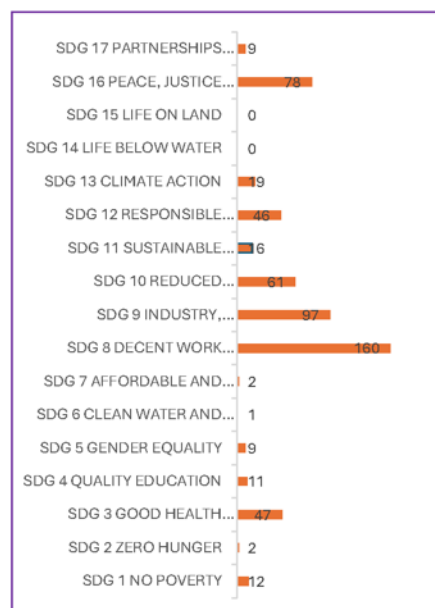


- Our focus on the circular economy aims to foster a shift toward economic development that better balances the economy, the environment and society, aligning with our strategic priorities.
- Beyond producing several outputs (as listed on the following pages), our emphasis on the circular economy and digital decarbonisation has been instrumental in establishing related research centres, collaborations and partnerships focused on delivering real-world impact.

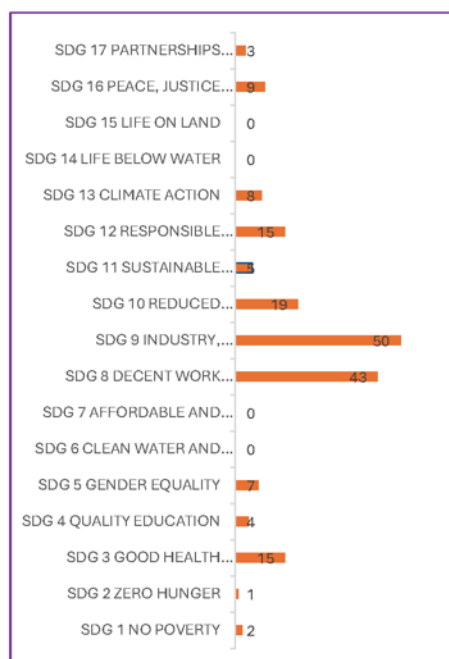
2022/23 Research outputs – overall



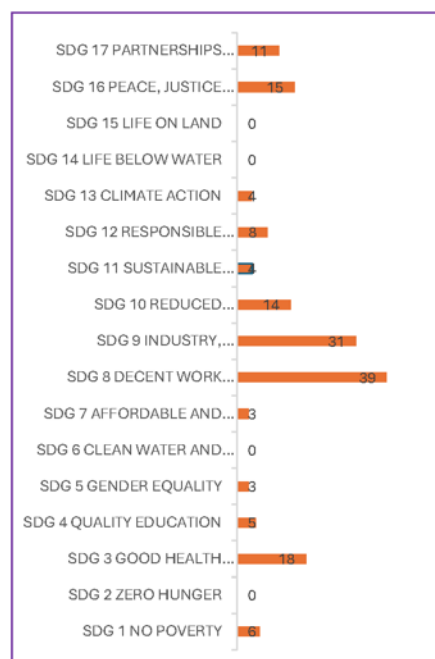
Journal articles



Presentations



Books, chapters and publications in other forms



SDG 3

Organisational readiness for workplace bullying interventions: Conceptualisation and measurement

C Gough, I Coyne and F Munir (2025)
International Journal of Conflict Management

This study develops and validates a tool for assessing whether organisations are ready to implement workplace bullying interventions. The authors identify two key dimensions of readiness: structural readiness (e.g. leadership, policies and resources) and psychological readiness (e.g. trust, fairness and psychosocial safety). The findings show that organisations with higher readiness are more likely to believe bullying interventions will be successful, providing a practical framework for creating healthier workplaces.

SDG 8

Designing effective policy to achieve sustainable development impact of FDI

N Olabisi and Y Wei (2025)
Journal of International Business Policy

The authors analysed foreign direct investment policies across nine Sub-Saharan African countries using qualitative comparative analysis. They discovered that clear goal coherence is the single most critical factor for driving sustainable development impact, proving vastly more effective than managing complex policy instrument combinations or relying on intricate regulatory congruence across different national institutions.

SDG 9

A conceptual tool to self-assess digital decarbonization readiness

I Hodgkinson, T Jackson and KA Al-Busaidi (2025)
Journal of Business Strategy

The authors introduce a strategic self-assessment canvas designed to help organizations evaluate their readiness for digital decarbonization and manage the environmental impact of dark data. By establishing an integrative framework across ten distinct organizational dimensions, the tool enables businesses to measure their carbon footprint stemming from digital operations and data storage. Read the full paper for more details.

SDG 10

Craft beer lacks space for women as beer professionals

I Kosonen, S Barnard and D Sage (2025)
Journal of Marketing Management

This article reveals how structural sexism and a deeply entrenched masculine culture systematically exclude women from professional roles within the British craft beer industry. The research details how systemic cultural barriers restrict professional advancement and force female experts to navigate marginalization and constant undermining of their expertise in a hostile market.

SDG 12

Logistics service providers' business models in the circular economy: a systematic literature review and panarchy theory framework

A Mate, SJ Day, T Ibn-Mohammed and J Godsell (2025)
Business Strategy and the Environment

This article evaluates the overlooked role of logistics service providers (LSPs) in the circular economy by reviewing 112 academic studies to clarify how LSPs transition to strategic network integrators. Using panarchy theory, the framework maps how these firms operate across logistics, supply chains, and macro-networks to orchestrate multi-directional resource loops.

SDG 13

Price dynamics of low-carbon investment decisions in the GB electricity transmission grid under dual pricing

S Bello, D Robertson and D Sall (2024)
Journal of Simulation

This article explores how dual pricing structures impact low-carbon investment decisions within the Great Britain electricity transmission grid through system dynamics and agent-based simulation modelling. The research details how separate pricing mechanisms for generation and consumption create price volatility and influence renewable integration risks for utility firms.

Selected SDG-relevant publications (in the form of journal articles - LB staff in bold)

- Abdo, H, Angwin, D, Othman, HB, **Owusu, F** (2025) [Transitioning to net Zero: assessing the impacts on asset impairment, write-downs and the going concern of oil and gas companies operating in the UK](#), *Global Environmental Change*, 92, 103004, ISSN: 0959-3780. DOI: [10.1016/j.gloenvcha.2025.103004](#).
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Loughborough Business School researchers regularly achieve funding for SDG relevant research from research councils, government, professional bodies and industry. Examples of relevant funded projects are presented below.

Project Lead Name	Funder Name	Project Title	Project Type	Sum	year
Kamran Chatha	Innovate UK	IUK-Accelerating CarbonVue Impact	Grant - Business Led	190,268	2024-25
Vidya Sukumara-Panicker	Fédération Internationale de Football Association	Governance, Management and Growth of Women's Football Clubs: Insights from India	Grant - Research	12,593	2024-25
LEI Xu	The British Academy	The impact of population aging on productivity	Grant - Research	10,000	2024-25
Elena Georgiadou	The British Academy	An inclusive framework to measure the financial and non-financial return of digital transformation on SME internationalisation (RoDI)	Grant - Research	10,000	2024-25
Zeynep Aycan	The British Academy	Don't judge a leader by their reluctance	Grant - Research	9,995	2024-25
Destina Ovuakporie	The British Academy	Use of Knowledge Networks in Sustaining the Innovation Capability of Tech SMEs in Nigeria	Grant - Research	9,591	2024-25
Nick Hajli	The British Academy	AI Skills for Research	Grant - Research	8,240	2024-25
Ali Choudhary	Daiwa Foundation Japan House	A Comparative Study of the Macroeconomic & Microeconomic Drivers of Gross Domestic Fixed Capital Formation in Japan & The UK	Grant - Research	4,000	2024-25
Anne Souchon	Academy of Marketing Science	Boosting marketing performance through rigorous 'Net Promoter Score' (NPS) practice: The role of practitioners' shifts toward academically-informed zones of conformity	Grant - Research	3,704	2024-25
Kate Broadhurst	Economic and Social Research Council	BUSI-governance: the changing face of urban planning and urban governance	Grant - Research	3,574	2024-25
Qilin Hu	Family Business Research Foundation	ESG in Family Firms: A Review of Research and Practice	Grant - Travel	1,500	2024-25
Jan Godsell	Economic and Social Research Council	Amplifying the Impact from Interact	Grant - Research	999,073	2025-26
Arman Mazhikeyev	UK Research and Innovation	UKRI Policy Fellowship - DBT Economy Growth & Productivity Analytical Fellowship	Grant - Fellowship	148,554	2025-26
Kamran Chatha	Innovate UK	SmartSlots: AI-Factory scheduling for SMEs	Grant - Business Led	138,805	2025-26
Simona Rasciute	UK Research and Innovation	Children and Young People Thriving analytical fellowship	Grant - Fellowship	134,512	2025-26
Anna Rita Bennato	Renewable UK Association	Aura II CDT - Industry Partner 1 - 50% 2 students - Renewables UK	Doctoral Training Awards	127,846	2025-26
Donato Masi	Innovate UK	KTP: Nationwide Air Conditioning Ltd	Knowledge Transfer Partnership (KTP)	121,902	2025-26
Peter Kawalek	Rise Mutual CIC	RISE CIC PhD Studentships - Student 2	Doctoral Studentship	82,620	2025-26
Peter Kawalek	Rise Mutual CIC	RISE CIC PhD Studentships - Student 1	Doctoral Studentship	82,620	2025-26
Anna Rita Bennato	The Crown Estate Commissioners	Aura II CDT - Industry Partner - 50% 1 Student - The Crown Estate	Doctoral Training Awards	66,963	2025-26
Donato Masi	Nationwide Air Conditioning Ltd	KTP: Nationwide Air Conditioning Ltd	Knowledge Transfer Partnership (KTP)	59,967	2025-26
Anshuman Chutani	Engineering and Physical Sciences Research Council	NU Transfer: Co-creating Equitable Circular Food Systems Through a DigitalHub: Digital Equitable Circular Food Systems (DECIDE)	Grant - Research	50,619	2025-26

Project Lead Name	Funder Name	Project Title	Project Type	Sum	year
Anna Rita Bennato	Engineering and Physical Sciences Research Council	Aura II - EPSRC CDT In Offshore Wind Energy Sustainability And Resilience	Doctoral Training Awards	42,149	2025-26
Meilan Yan	Environment Agency	Flood -CDT - Resilient flood futures	Doctoral Training Awards	28,718	2025-26
Tom Jackson	National Lottery Heritage Fund	Sound Heritage	Grant - Research	26,369	2025-26
Huw Edwards	Economic and Social Research Council	TPI - Warwick	Grant - Research	26,240	2025-26
Dan Sage	Natural Environment Research Council	NERC OUTE26 - The C3ITEES framework: a unified model for opening up the environment	Grant - Research	25,396	2025-26
Georgina Cosma	Innovate UK	KTP: Sysdoc Limited and Co	Knowledge Transfer Partnership (KTP)	23,767	2025-26
Yasmine Sabri	Biotechnology and Biological Sciences Research Council	ReConfig: Co-Developing Supply Chain Resilient Configurations for UK Critical Minerals	Grant - Research	12,000	2025-26
Georgina Cosma	Sysdoc Limited	KTP: Sysdoc Limited and Co	Knowledge Transfer Partnership (KTP)	11,706	2025-26
Cynthia Gong	The British Academy	Diffusion of green or greenwashing? Tracing Corporate Accountability Through Business Network Intelligence	Grant - Research	9,998	2025-26
Danny Buckley	Harborough District Council	CIRCLE (Community Innovation, Research and Leadership Exchange) Partnership pilot	Contract Research	9,950	2025-26
Freeman Owusu	The British Academy	Transitioning to a Low-Carbon Economy: An Assessment of Low-Carbon Lifestyles among Households in Developing Countries.	Grant - Research	9,897	2025-26
Anna Rita Bennato	The British Academy	Institutional Trust and Sustainable Behaviour in the UK: A Comparative Experimental Study	Grant - Research	8,976	2025-26

Selected SDG-relevant research seminars

Seminar date and topic	Presenter(s)
2025	
12 February – <i>Leader Identity Under Threat: Understanding Identify Threat Triggers and the Role of Follower Behaviours</i>	Olga Epitropaki (Durham University)
12 February – <i>The Peer Effect of School Starting Age on Educational Outcomes and Behaviours</i>	Lei Xu (LB)
5 March – <i>Cultural Challenges in the Adoption of Data- Driven Decision Making</i>	Jonahtan Randall (LB)
14 March – <i>Recent Advances in Stochastic Districting</i>	Francisco Saldanha da Gama (University of Sheffield)
12 March – <i>Launch of the Inclusive Leadership and Employee Voice OBservatory</i>	Rea Prouska (University of Hull)
26 March - <i>Male Dominance and Cultural Extinction</i>	Eleonora Guarnieri (University of Bristol)
6 May – <i>Policymaking in the Digital Era: Exploring techno-legal assemblages and their impact on policy formulation</i>	Francesco Gualdi (LSE)
13 May – <i>Building Climate Resilience through Crop and Livestock Insurance: Insights from Mexico Catastrophic Program</i>	Batsirai Mazviona (University of Southern Denmark)
21 May - <i>Understanding Adolescent Health Behaviours and Psychological Well-being Through Person-Centred Approaches</i>	Miaoqing Yang (University of Leeds)
30 July - <i>Innovate or Die: Digital Transformation and Omnichannel Strategies within the UK Gambling Industry</i>	Dimitrios Ntounis (LB)
2024	
28 February - <i>The Incentives of Fixed Sick Pay</i>	Thomas Triebs (LB)
6 March - <i>Shifting Household Power Demand across Time: Incentives and Automation</i>	Shefali Khanna (Imperial College)
13 March - <i>Defining Household Energy Price Resilience</i>	Monica Giulietti (University of Nottingham)
22 May – <i>The US Pollution Content of Trade</i>	Agelos Delis (Aston University)
30 October - <i>How Should Governments and Businesses Regulate Cryptocurrencies?</i>	Farasat A.S. Bokhari (Loughborough University)
13 November - <i>Railways and the European Fertility Transition</i>	James Fenske (University of Warwick)
04 December - <i>Narratives, Actions and Impact on Dishonesty</i>	Despoina Alempaki (University of Warwick)
05 December - <i>Designing a Scholarly Activist Framework for Social Impact</i>	Ray Fisk (ServCollab)
11 December - <i>Launch of the Inclusive Leadership and Employee Voice Observatory: Fostering Inclusive Employee Voice Practices</i>	Rea Prouska (University of Hull)

Doctoral research

LB continues to attract a significant number of high-quality research students, aligning with our staff expertise in RME. Selected SDG-relevant doctoral project completions from the review period are provided below.

<i>Completion date and topic</i>	<i>PhD recipient</i>
2025	
20 January - <i>Analysis of the Performance of Microfinance Banks in Nigeria</i>	Nkenchor Igwe
27 January - <i>Sequential Decision-Making Problems in Online Marketing Campaigns: Optimisation and Learning</i>	Chenguang Wang
17 April - <i>Paradox of Intention & Outcome in Digital Identity Management: A User-Centric Analysis of Nigeria's National Identification Number System</i>	Olubunmi Benson Akintola
24 April - <i>The impact of Social Media Influencers on Followers' Well-Being and Behavioural Intentions</i>	Lina Nasr
30 April - <i>The effect of happiness and gender on household financial decisions in the life cycle</i>	Ziyu Ye
19 May - <i>Family firms in hospitality industry: Kinship, Conflict and Succession</i>	Anqi Yang
10 June - <i>Macroeconomic drivers of non-performing loans in Europe: The roles of cross boarder spillovers and strategic default risk in the aftermath of the global financial crisis</i>	Michael Giannoulakis
18 June - <i>Motivating Business-to-Business Salespeople to Sell New Products in Order to Achieve Organizational Ambidexterity</i>	Fil Zanasi
4 July - <i>Building Sustainable Knowledge Management Systems from Dark Data in Industrial Maintenance</i>	Keyi Zhong
2024	
12 January - <i>Labour Market and International Trade: An analysis of China</i>	Qi Chen
6 March - <i>Developing Whole-system Cost Assessment and Infrastructure Optimisation Models for the Wastewater Sector in Japan and the UK</i>	Yasmin Jaaron
18 April - <i>An Empirical Analysis of Investment in Financially Efficient sub-Saharan African Countries</i>	Kedi Thompson-Sekakela
22 April - <i>The Daily Interplay of Workplace Experiences, Narcissism Dimensions, and Employee Behaviours</i>	Narmin Guliyeva
11 July - <i>Do Conflict Mineral Disclosures Financially Matter?</i>	Babikir Bechir Mahamat
23 July - <i>Production trade-offs in data envelopment analysis models with ratio inputs and outputs</i>	Junlin Wu
9 September - <i>Heterogeneous Vehicle Routing and Interaction with Power Infrastructure for Utility Service Fleets</i>	Vidura Sooriyaarachchi



Partner

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

How We Define Partner

In this context, we define a partner as any organisation or group with whom we engage to advance responsible management education and practice. At Loughborough, partners include businesses, government, civil society and academia, with relationships ranging from informing and dialoguing to problem-solving and formally governed collaborations.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Positive Impact Rating (PIR)
- ❖ Quacquarelli Symonds (QS)

Student Organization Partnerships

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

Partnerships

The following provides more details on 4 key partnerships at Loughborough Business School.

Small Business Chapter

Loughborough Business School maintains a strong partnership with the Small Business Charter (SBC), a national accreditation awarded to business schools that demonstrate excellence in supporting small businesses, fostering entrepreneurship and contributing to local economic development. The School was among the earliest institutions to achieve SBC accreditation and, in 2024, successfully secured reaccreditation for a further five years following a rigorous assessment process led by the Chartered Association of Business Schools (CABS). The reaccreditation recognised the School's continued commitment to supporting SMEs, developing entrepreneurial talent and strengthening regional economic growth. The assessment panel specifically highlighted the School's *Progress with Purpose* strategy and its ambition to extend its reach and impact in support of small businesses.

The relationship with the Small Business Charter reflects the School's long-standing commitment to entrepreneurship, enterprise and business engagement. Through this partnership, the School supports SMEs through executive education, knowledge exchange, student placements, research collaborations and enterprise initiatives. Activities range from leadership development and apprenticeship programmes to innovation-focused collaborations with businesses connected to the Loughborough University Science and Enterprise Park (LUSEP). The SBC framework also helps strengthen connections between teaching, research and practice, ensuring that students, entrepreneurs and local businesses benefit from opportunities to learn, innovate and grow together while contributing to the wider economy and society.

AMBA - BGA

Loughborough Business School has maintained a longstanding relationship with the Association of MBAs (AMBA) and, in 2026, successfully achieved both AMBA re-accreditation and Business Graduates Association (BGA) accreditation following a rigorous international review process. The accreditation panel highlighted the School's clear MBA value proposition, transformative learning experience and inclusive approach to responsible management, recognising the School's commitment to developing socially responsible and purpose-driven leaders. The School's *Progress with Purpose* ethos was identified as a key strength underpinning its approach to management education.

Through this relationship, MBA students and graduates gain access to AMBA's global community of approximately 80,000 students and alumni across more than 150 countries, while all students and alumni across the Business School are eligible to join the BGA membership network. These partnerships provide opportunities for networking, lifelong learning, professional development and engagement with a global community committed to responsible management practice. The School also benefits from ongoing dialogue with AMBA and BGA, helping to benchmark performance, share good practice and continuously strengthen its commitment to responsible management education and positive societal impact.

AACSB

Loughborough Business School has maintained accreditation from the Association to Advance Collegiate Schools of Business (AACSB) since 2013 and continues to engage actively with the organisation through its continuous improvement and peer-review processes. In 2024, the School successfully secured a further five-year AACSB accreditation extension, following a rigorous review of its mission, faculty qualifications, curricula and overall educational quality. The accreditation reaffirmed the School's commitment to delivering education, research and innovation to the highest international standards.

AACSB's emphasis on continuous improvement and societal impact closely aligns with the School's *Progress with Purpose* strategy. Reflecting on the accreditation outcome, Professor Janet Godsell, Dean of Loughborough Business School, highlighted that the process reinforces the School's commitment to helping students and alumni achieve their potential while supporting organisations to pursue a purpose beyond profit. Through its relationship with AACSB, the School benefits from membership of a global community of leading business schools, facilitating benchmarking, knowledge exchange and the sharing of best practice in responsible management education, research and societal impact.

Equis

Loughborough Business School maintains a longstanding relationship with the European Foundation for Management Development (EFMD) through its participation in the EQUIS accreditation community. EQUIS is one of the world's leading international accreditation systems for business and management education, promoting quality, continuous improvement, internationalisation and engagement with business and society. In 2023, the School successfully achieved a further five-year EQUIS re-accreditation, reaffirming its position among a select group of internationally recognised business schools and reflecting the quality of its research, education and external engagement activities.

The School's engagement with EQUIS extends beyond accreditation and supports its broader commitment to purpose-led education, responsible management and continuous improvement. Through participation in the EQUIS network, Loughborough Business School benefits from international benchmarking, peer learning and the exchange of good practice with leading business schools worldwide. The principles underpinning EQUIS align closely with the School's *Progress with Purpose* strategy, particularly its emphasis on societal impact, global outlook, responsible leadership and collaboration with organisations to achieve goals beyond profit. As part of this wider ecosystem, the School also maintains strong links with other international quality frameworks and networks, including AACSB, AMBA, BGA and PRME.

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Loughborough Business School support sustainability and responsible management education.

Embedding Sustainability at the Heart of Future Supply Chains

Judith Richardson, who leads the sustainability practice at Argon & Co UK, works with organisations to translate sustainability ambitions into practical action. As part of her engagement with Loughborough University's UK SCALE Centre, she contributed to the UK SCALE Centre Symposium, sharing insights on the evolving role of sustainability in supply chain management and the importance of building resilient, future-focused business models. The UK SCALE Centre acts as a national hub for research,

innovation and talent development in supply chains, bringing together academics, businesses and policymakers to address major challenges facing industry, including sustainability, digital transformation and resilience.

Drawing on her experience supporting organisations in delivering sustainability strategies, Richardson argued that *"it is no longer sufficient to see sustainability as an 'added extra', distinct from the fundamental needs of a business"*. She emphasised that organisations must take a more holistic perspective, noting that *"when we consider sustainability, we need to take a comprehensive view, examining not only what it is made of, but also where it comes from, and how it is moved from end to end."*

Reflecting on the future of supply chain management, Richardson highlighted the need to move beyond traditional approaches centred on efficiency alone. She observed that *"supply chain excellence is no longer just about getting the right product, at the right time, to the right place"* but also requires organisations to build resilience, withstand volatility and support broader strategic goals. Concluding, she stressed that *"the evolution of supply chains necessitates putting sustainability challenges and opportunities at the heart of your strategy"* and that resilient value creation and sustainability must be developed together to help shape the businesses of tomorrow.

Continue telling your story

Embedding SDGs in our partnerships

We remain committed to engaging people from business, government, civil society, and academia to advance responsible and accountable management education and practice. This aligns with our strategic commitments, as summarised in the draft University Sustainability Strategy extract provided below.

The new PRME requirements have offered us a valuable opportunity to reflect on which of our activities involve informing, dialoguing, problem-solving, acting, and their levels of formal governance. A recent audit has helped identify the following types of engagement activities:

- **Placement providers and senior leader apprenticeships/executive education:**
These partners primarily involve *informing*, as students gain practical skills through experiential learning and knowledge translation or dissemination.
- **Teaching and learning partnerships and research partnerships:**

These partnerships are primarily focused on *dialoguing*. However, in the case of more developed research engagements, they may also involve *acting*, as demonstrated in our examples.

- **Consultancy and Knowledge Transfer Partnership (KTP) partners:**

These partnerships are primarily centred on *problem-solving*.

- **International exchange partners:**

These partnerships typically involve formal governance agreements outlining objectives, resources, and outcomes.

- **Alumni engagement:**

Like research partnerships, alumni engagement can involve *informing*, *dialoguing*, *problem-solving*, or *acting*. It may also be *governed* formally, as exemplified by the Loughborough Student Managed Fund (LSMF) discussed in the dedicated section.

The following sections provide further details on our related activities.

Engagement, Events and Partnerships

Social responsibility is how we are making a difference to the social and economic wellbeing of our communities through our teaching, research, and public events and activities.

SDGs: 8, 10, 16, 17

Our objectives

- Engage with our university, local and global communities to share our sustainability aspirations, and actively support others with their engagement with sustainability.
- Build on our Civic University Partnership using our campuses' biodiversity and our commitment as a Nature Positive University to engage with our local community in enhancing and promoting biodiversity.
- Proactively and strategically form partnerships, which include advancing sustainability as an integral aspect, with institutions, governments, and other organisations, both nationally and internationally.

Commitments

- Lead the co-delivery of 20 events and/or projects with the local and regional community linked to the sustainable development goals by 2027, and a further 30 events/projects by 2030.
- Establish and maintain a record of new partners that possess recognised sustainability credentials and values.
- Include sustainability criteria as part of procurement processes.

Extract from Loughborough University's Sustainability Strategy (2025, p. 3)

Partnering activities that principally involve *informing*

Organisations/partners	Relationship Type
1284 Ltd	WBL projects, EPE client
3M	UG placement
AbsoluteTech Ltd	UG placement
AC Internship	UG placement
Accenture	WBL projects
ADR Carehomes	UG placement
Aetna International	UG placement
Airbus	UG placement
Aksioma Ltd.	UG placement
AL Futtain	MSc SL Client
Alantra Corporate Finance	UG placement
Aldi	UG placement
AlexandAlexa	UG placement
Allianz	UG placement
Alpha Gamma Solutions	UG placement
Altius Group	UG placement
Amazon	UG placement
Amgen	UG placement
AMV BBDO	UG placement
Anson McCade	UG placement
Anthony James Insurance Brokers	MBA internship
AON	UG placement
Aragon Direct Services	UG placement
Arcadis	UG placement
Arnold Hill Accountants	UG placement
Arthur Online	UG placement
Arts Council England	EMBA SL client
Arup	UG placement
Asian Logic	UG placement
ASKY Asset Management Ltd	UG placement
ASOS	UG placement
Aspiga	UG placement
Athena Care	UG placement
Atos	UG placement
Audi - Volkswagen	UG placement
Audit Partnership	UG placement
Avanti West Coast	UG placement
Avara Foods	MSc SL client
Aviva Insurance	UG placement
Badminton School	UG placement
Baker Hughes	UG placement
Bank of England	UG placement
Barclays	WBL projects
Bard	EMBA SL client
Batfast	UG placement
Baxi	EMBA SL client

BDL	MBA internship
Beats Radio	UG placement
Biffa	EMBA SL client
BlackRock	UG placement
BlueBay Asset Management	UG placement
BMW	UG placement
Boeing Defence UK	UG placement
Bolton at Home	UG placement
Boots UK Ltd	WBL projects, UG placement
BOSCH	UG placement
Bosch	MBA internship
Box Ltd	UG placement
Boxington Corporate Finance	UG placement
Boyhaven	UG placement
BPX	MBA internship
Braintree District Council	MSc SL client
Branda	MBA internship
Bridge International Academies	MBA internship
Bright Partnerships	UG placement
British American Business Council	UG placement
British Geological Survey	EMBA SL client
Brocklehurst of Bakewell	UG placement
Brocklesby's	UG placement
Brookman Chartered Professional Accountants	UG placement
Brush Electrical Machinery	EMBA SL client
Building Societies Association	MSc SL client
Bupa	UG placement
BWX Brands	UG placement
Calibrate Consulting	UG placement, MBA internship
Cambrian & Co Ltd	UG placement
Capital Economics	UG placement
Captify	UG placement
Caytons Law	UG placement
CBRE	UG placement
Centric Media	UG placement
Chaddeley Sanford	UG placement
City Relay Ltd	UG placement
Clancy Group	MSc SL client
Closir	UG placement
CN Innovative Finance	UG placement
Coats PLC	UG placement
Cobham plc	UG placement
Coca Cola	UG placement
Collins Aerospace	EMBA SL client
Comfort click	UG placement
Compass Group UK	UG placement
Computacenter	UG placement

ConocoPhillips	UG placement
Control V Exposed	UG placement
Cooper Parry	UG placement
CoverPoint Analytics Ltd	MBA internship
Creams Cafe	UG placement
Cristalco	UG placement
Crockett and Jones Ltd	UG placement
Customs Clearance Ltd	MBA internship
D. A. Wells Consultancy Ltd	UG placement
DAF Trucks	MSc SL client
DAI Europe	UG placement
Darktrace	UG placement
Darlington BS	MSc SL client
David Ross Educational Trust	EMBA SL client, MSc SL client
DB Wood	UG placement
Debenhams	UG placement
DeLoitte	UG placement
Deutsche Bank	UG placement
deVOL Kitchens	UG placement
DHL	WBL projects
Digital Economy Development Fund	UG placement
Disney	UG placement
DNVGL	UG placement
Domino Printing	UG placement
Drax Energy Solutions	EMBA SL client
Druck	UG placement
DS Smith	UG placement
Dubai Auto Gallery	UG placement
Duff & Phelps Ltd	UG placement
Dunbia	UG placement
Duncan and Toplis	UG placement
Dunelm Ltd	UG placement
Dynamic Flow Technologies	MBA internship
DYSON	UG placement
E.ON UK	UG placement
EAMES	UG placement
Eaton	UG placement
EBI SA Ecobank Group	MBA internship
eDreams ODIGEO	UG placement
Edward Cooper Consutancy	EMBA SL client
ELMS India	EPE Non-accredited Programme clients
Emerson Electrical	EMBA SL client
Enfield Council	EMBA SL client
England Athletics	EPE Non-accredited Programme clients
England Netball	UG placement
Enterprise	UG placement

Ernst & Young (EY)	UG placement, EMBA SL client
Esk8supply	UG placement
ESP Business Solutions	UG placement
ESPN Sports Media Limited	UG placement
ESPO	UG placement
Eurofins Agrosiences	EPE Non-accredited Programme clients
European Athletics	EMBA SL client
Eurostaff	UG placement
Evercore	UG placement
Eversholt Rail Group	UG placement
Expedia	UG placement
F1	EMBA SL client
FARO Europe GmbH & Co. KG	UG placement
Financial Express	UG placement
FRP Advisory	UG placement
Furness BS	MSc SL client
Furrows Ltd	MSc SL client
GAP	UG placement
GCHQ	UG placement
Glaxo Smith Kline (GSK)	UG placement
Go beyond Partners	MBA internship, MSc SL client
Goldman Sachs	UG placement, MBA internship
Government Economic Service	UG placement
Grant Sellers	UG placement
Grant Thornton	UG placement
Gravitas Recruitment	UG placement
Guaranty Trust Bank (UK) Ltd	UG placement
Halfords Auto Centres	MSc SL client
Hanger Lane Accounting	UG placement
Hays	UG placement
Hellman Worldwide Limited	UG placement
Hermes	EMBA SL client
Hewlett Packard Enterprise	UG placement
Hewlett Packard Ltd	UG placement
Hicks and Company	UG placement
Hilton Hotels Group	UG placement
Hinckley and Rugby BS	MSc SL client
HiTalent	UG placement
HL Plastics	EMBA SL client
Holloway Friendly	MSc SL client
Howdens Joinery Co	UG placement
HP Inc	UG placement
HRG UK	UG placement
HSBC	UG placement
HTR Communications LTD	UG placement
IM Group	MSc SL client
iMakr	UG placement

INTCHI - WRAPTIE	UG placement
Intel Corporation (UK)	UG placement
Intercontinental Hotels Group	UG placement
Intern China - Plustek	UG placement
InternChina - B.Braun Taiwan Ltd. Co	UG placement
InternChina - VIA TECHNOLOGIES Inc	UG placement
IQVIA	UG placement
ISS Shareholder Services	MBA internship
J.W. Anderson	UG placement
Jacobs Douwe Egberts	UG placement
Jake & Nays	WBL projects
Johnson & Johnson	UG placement
Johnson Press	MSc SL client
Kairos Sports Tech	UG placement
Kaptcha	UG placement
Karmali Holdings	UG placement
KBS Corporate	UG placement
Kenneth Green Associates	UG placement
Kia Motors	UG placement
Kimberly-Clark	UG placement
KLSA Chartered Accountants	UG placement
KPMG	UG placement
Kuehne and Nagel	EMBA SL client
L'Oreal	UG placement
Lane 4 Management Group	MSc SL client
Lawrence Grant	UG placement
Legg Mason Asset Management	UG placement
Leicester City Council	UG placement
Leicester City Football Club	UG placement
Leicestershire Partnerships NHS Trust	EMBA SL client, MSc SL client
Lever Bros & Co.	UG placement
Lillingston	UG placement
Link Treasury Services	UG placement
Living Bridge	UG placement
Lloyds Banking Group	UG placement
Lockheed Martin UK	UG placement
London Energy	UG placement
Loughborough College	MSc SL client
Loughborough University	UG placement
M & A Securities Sdn Bhd	UG placement
Magma Chartered Accountants	UG placement
Marawila Resorts PLC	UG placement
Market Harborough Building Society	MSc SL client
Marks & Spencer Plc	UG placement
Marshall (Audi)	UG placement
Mazars	UG placement
Melton Mowbray Building Society	MSc SL client
Mercedes AMG High Performance	UG placement

Mercedes AMG Petronas Formula One Team	UG placement
Mercedes Benz Financial Services	UG placement
Mercedes Benz	UG placement
Merian Global Investors	UG placement
Met Friendly	MSc SL client
Microsoft	UG placement
Midwich	UG placement
Missguided	UG placement
Moju	UG placement
Mondelez	WBL projects
Moores	EMBA SL client
Morgan Stanley	UG placement
Nando's	UG placement
Nationwide Building Society	UG placement, MSc SL client
Natixis Global Asset Management	UG placement
NBC Universal	UG placement
Nemauro Pharma Limited	UG placement, MBA internship
Nestle	UG placement
Network Rail	UG placement, EMBA SL client
New Look	UG placement
Newton Housing Trust	UG placement
NHS - Birmingham Children's Hospital	UG placement
NHS England and NHS Improvement	UG placement
Nike UK Ltd.	UG placement
Nike-Netherlands	UG placement
Nissan Europe	UG placement
No 1 Copper Pot	MSc SL client
Nomura	UG placement
Norbar Torque Tools	MBA internship
North Highland	UG placement
North West Anglia NHS Trust	EMBA SL client
Nottingham BS	MSc SL client
Notts YMCA	EMBA SL client
Numbergeek	UG placement
Oakham School	EMBA SL client
Office Depot	MSc SL client
OfficeFreedom	UG placement
One Retail Group	MBA internship
Oracle Corporation UK Ltd.	UG placement
Oxford Economics	UG placement
Pairview	UG placement, MBA internship
Parcelly Ltd	UG placement, MBA internship
Parkwood Leisure	MSc SL client
Pass The Keys	UG placement
Peer Group	UG placement
PepsiCo	UG placement, MBA internship

Percent	UG placement
Performance54	UG placement
Pernod Ricard	UG placement
Pfizer	UG placement
PHD Media	UG placement
Phillips 66 Ltd	UG placement
Pinpoint Partners	UG placement
Pixi Beauty	UG placement
PKF Littlejohn	UG placement
Porsche	UG placement
PRA Health Sciences	UG placement
Prager Metis LLP	UG placement
PRGX	UG placement
Price Waterhouse Coopers (PwC)	UG placement
Principality BS	MSc SL client
Prysmian Group	UG placement
PSA Groupe	UG placement
PZ Cussons Beauty	UG placement
Qualcomm	MSc SL client
Queens Park Rangers Football Club	UG placement
Rainbow Care Solutions	UG placement
Randstad F&P	UG placement
Randstad Inhouse Services	UG placement
Rayliant Global Advisors	UG placement
RCI Financial Services	UG placement
Reach plc	MSc SL client
Reeve Derby	MSc SL client
REL field marketing	UG placement
Reliance Energy Ltd	UG placement, MBA internship
Right Formula	UG placement, MBA internship
Rigid Containers	MSc SL client
RL360	UG placement
Robin Hood Energy	MBA internship
Roche Diagnostics	UG placement
Rolls Royce	UG placement, MBA internship
Royal Wolverhampton NHS Trust	EMBA SL client
RSM	UG placement
Saatchi & Saatchi	UG placement
Safiyaa	UG placement
Sainsbury's	WBL projects
Sainsbury's Argos	UG placement
Samsung Electronics	UG placement
Sandiccliffe	MSc SL client
SAP	UG placement
Sapphire Community Group	UG placement
Savvy Marketing Limited	UG placement
Scania	EMBA SL client
Scape Group	EMBA SL client

Schneider Electric	EMBA SL client
SDSA	EMBA SL client
Seas Ltd	UG placement
Secret Sounds	UG placement
Sheffield United Football Club	EMBA SL client
Sheffield Wednesday Football Club	UG placement
Sheraton Hong Kong Hotels & Towers	UG placement
ShopLine	UG placement
Shopmatic Pte.Ltd	UG placement
Shree Swastik Granites and Plywood	UG placement
Sigma Broking	UG placement
Silverdoor & Citybased Apartments	UG placement
Skimlinks	UG placement
Skipton Building Society	MSc SL client
SMB Group	MSc SL client
Sony Computer Entertainment Europe Limited	UG placement
Sony Europe Ltd	UG placement
South Kensington Estates Ltd	UG placement
Sports Dispute Resolution	EMBA SL client
Sports Interactive (SEGA)	UG placement
SRLV Accountants	UG placement
St James's Place Wealth Management	UG placement
State Street	UG placement
Stemax Consult Healthacre	UG placement
Storck UK Ltd	UG placement
Sumitomo Mitsui Banking Corp Europe Ltd	UG placement
Tata Consulting	UG placement
TBA plc	UG placement
TBWA	UG placement
Teachers Building Society	MSc SL client
The Conduit	UG placement
The Lord Mayor's Appeal	UG placement
The Lucky Onion LLP	UG placement
The Phoenix Group	MBA internship
The Sports Consultancy	UG placement
The Walt Disney Company	UG placement
Thermo Fisher Scientific	UG placement, MSc SL client
Thomson Broadbent	UG placement
Thomsons Online Benefits	UG placement
TJX Europe	UG placement
TNT Express	UG placement
TPP	UG placement
Tradition Ltd	UG placement
Transport for London	MBA internship
Travelport	UG placement

Tribal Group	UG placement
Tui Travel Plc	UG placement
Uni Minds	UG placement
Unilever	UG placement
Union Bank of Switzerland	UG placement
Union Maritime Ltd	UG placement
Uniqlo	WBL projects
United Airlines	MBA internship
Uproar Vision	UG placement
uTalk Ltd	UG placement
Veeband	UG placement
Vetstoria	UG placement, MBA internship
Victoria Commercial Bank	UG placement
Victoria Hall Management (Host UK)	UG placement
Vimco Food and Wine Ltd	UG placement
Virgin Trains	UG placement
Vizolution	UG placement
Vodafone	UG placement
Volkswagen Group UK	UG placement
VPJ Solutions LTD	UG placement
Wabtec Faiveley UK Brush Traction	MBA internship
Waitrose	WBL projects
Warner Bros	UG placement
Warner Music Group	UG placement
We Gift	UG placement, MBA internship
West Brom Building Society	MSc SL client
West Ham United	EMBA SL client
Williams F1	UG placement
Worldwide Business Research	UG placement
WSP	UG placement
Xerox UK Ltd	UG placement
Yorkshire Building Society	MSc SL client
Your Golf Travel	UG placement
ZeniMax	UG placement
Zenith Bank UK Ltd.)	UG placement

Partnering activities that principally involve *dialoguing*

Organisations/partners	Relationship Type
Adidas	Research
Aggregate Industries	Teaching and Learning
Amplify Trading	Event
Anglian Water	EPE income, REF impact, Research, PGT Placements, EPE Clients
Bloomberg	Research
Boden	Teaching and Learning
British Telecom (BT)	Research, UG placement
Cambridge Econometrics	Research
De Courcy Alexander Ltd	Research
DEFRA	Research - REF impact case
Department for International Trade (Whitehall)	Research, UG placement
East Midlands Ambulance Service NHS Trust	Research
Eli Lilly	Research, EPE
Ford	Research
hubl	Teaching and Learning
IBM	Research, UG placement
International Chamber of Commerce	Research
Leicestershire County Council	Research
Leicestershire Police	Research; WBL projects; PGT placements, EMBA SL client, MSc SL client
LLEP	Research, Accreditation
Lloyds of London	Research
Lufthansa	Research
MHR (software)	Research
Minerva	Accreditation, Teaching
Ministry of Land in Japan	Research
OEE Consulting	Research
Office of the Police and Crime Commissioner Leicester, Leicestershire and Rutland	Research
Retail Maxim	Research
Severn Trent	Research
Sociovestix	Event
TERN	Research
Toyota	Research, UG placement, EPE Non-accredited Programme clients
Visa Global	Research - REF impact case

Willis Towers Watson	Research, CDT
Wing Yip	WBL projects; module sponsorship; UG placement, teaching and learning
Work Psychology Group	Teaching and learning

Partnering activities that principally involve *problem-solving*

Organisations/partners	Relationship Type
Ben & Jerry's	Consultancy
Centre for Entrepreneurs	Consultancy
eBay	Consultancy
Generali	Consultancy
Triumph	KTP

List of International Partners with Formalised Rules of Engagement

Aarhus University, DENMARK	Universidad de Chile, CHILE
Audencia Business School, FRANCE	Università Bocconi, ITALY
Catolica-Lisbon, PORTUGAL	Universitat de Valencia, SPAIN
Chulalongkorn University, THAILAND	Universität zu Köln, GERMANY
City University of Hong Kong, CHINA	Université Catholique de Lille, FRANCE
EDHEC Business School, FRANCE	Université Laval, CANADA
ESSCA Group, FRANCE	University of Montevideo, URUGUAY
Grenoble Ecole de Management, FRANCE	University of Western Australia, AUSTRALIA
Hanken School of Economics, FINLAND	UQAM, CANADA
HEC Lausanne, SWITZERLAND	Virginia Tech, USA
HEC Montréal, CANADA	Vrije Universiteit, NETHERLANDS
Hong Kong Baptist University, CHINA	XLRI, INDIA
Indian Institute of Technology, INDIA	ZHAW School of Management and Law, SWITZERLAND
Karl-Franzens-Universität Graz, AUSTRIA	University of Queensland, AUSTRALIA
Kedge Business School, FRANCE	Curtin University of Technology, AUSTRALIA
Ludwig-Maximilians-Universität München, GERMANY	University of Technology, Sydney, AUSTRALIA
National Chengchi University, TAIWAN	Victoria University, AUSTRALIA
NEOMA Business School, FRANCE	Kansai University, JAPAN
Pompeu Fabra University, SPAIN	Nanyang Technological University, SINGAPORE
SILC Business School, CHINA	Purdue University, USA
Solvay Brussels School of Economics and Management, BELGIUM	Oklahoma State, USA
The University of Nottingham Ningbo, CHINA	New Mexico State University, USA
Toulouse Business School, FRANCE	Zhejiang University, CHINA
Universidad Carlos III de Madrid, SPAIN	

Research partnerships to enact change

Our academics collaborate with businesses, social enterprises, policymakers and academic institutions around the world to conduct impactful research that helps address Sustainable Development challenges.

UKRI Interdisciplinary Circular Economy Centre for Mineral-Based Construction Materials

LB's Prof Andrew Vivian, Prof Peter Kawalek and Dr Suzana Grubnic are Co-leads of the Interdisciplinary Circular Economy Centre for Mineral-based Construction Materials (ICEC-MCM). The Centre is also supported by their LB-based Post-Doctoral Researcher Dr Linh Truong.

ICEC-MCM is funded by UKRI and EPSRC through the Strategic Priorities fund, established in 2018. It is a collaboration of six UK Universities and the British Geological Survey (BGS). The ICEC-MCM is a collaboration between world-class investigators from a wide range of disciplines, including: biology, geology, soil science, environmental engineering, materials science, materials engineering, civil engineering, structural engineering, architecture, construction management, information management, mathematics, accounting, finance, economics, policy, law and archaeology.

ICEC-MCM's aim is to develop the scientific and socio-economic understanding and technological basis for design and implementation of systems, processes and policy that will support the transition to a sustainable Circular Economy, particularly for built environment infrastructure, using case studies for mineral-based construction materials. Academics at Loughborough are all contributing to Challenge 3, which is orientated to supporting 'Systemic Enablers for MCM Circularity'.

ICEC-MCM is supported by a network of more than 60 national and international partners from all sectors of the construction industry (clients, designers, contractors, suppliers, consultants), local and national government, non-governmental organisations (NGOs) and other academics.



Prof Andrew Vivian



Dr. Suzana Grubnic



Prof Peter Kawalek



InterAct Network

LB's Dean, Prof Jan Godsell is InterAct Network Co-director and 'Future of Digital Manufacturing Ecosystems' research lead; while Dr Kamran Chatha and Dr Grammatoula Papaioannou, supported by Dr Ahmet Onur and Dr Usman Ghani, are 'Future of Digital Manufacturing Ecosystems' Co-Investigators.

InterAct is a £4.4 million, Made Smarter Innovation funded, Economic and Social Research Council-led network that aims to bring together economic and social scientists, UK manufacturers, and digital technology providers to address the human issues resulting from the diffusion of new technologies in industry. Working alongside other partners within the wider Made Smarter Innovation programme, we aim to build a strong, vibrant, interdisciplinary community where funding can be effectively distributed to researchers who will generate actionable economic and social science insights for the benefit UK businesses.

The InterAct Network has two primary roles:

- Develop and support the creation of an effective digital innovation ecosystem to accelerate the innovation and diffusion of Industrial Digital Technologies.
- Ensure that the full range and depth of social and economic science insights are accessed across the Made Smarter challenge and wider UK manufacturing sector.

The core programme focuses on three aspects of the future of manufacturing ecosystems:

- Economy
- Digital supply chains
- Work



Prof Janet Godsell

InterAct Network
Co-director,
'Future of Digital
Manufacturing
Ecosystems'
research lead



Dr Kamran Chatha

'Future of Digital
Manufacturing
Ecosystems' co-
investigator



Dr Grammatoula
Papaioannou

'Future of Digital
Manufacturing
Ecosystems'
Interact Global
Co-investigator



CircularMetal (UKRI-funded, £4.5m project)

✓LB's Prof. Jan Godsell, Dr. Kamran Chatha are the Principal-investigator and Co-investigator respectively of CircularMetal, a UK Interdisciplinary Circular Economy Centre of Work Page 3 (CIRCULAR BUSINESS), supported by Research Associate Xinyu Liu.

✓CircularMetal is led by Brunel University, in collaboration with Loughborough University, the University of Warwick and University College London.

✓CircularMetal is dedicated to exploring how the application of CE to the metal sector can benefit the environment and the British economy.

✓It will provide the capability and pathways to eliminate the need for metal extraction, resulting in an estimated £100bn addition to the UK economy over the next 10 years.



Prof. Jan Godsell



Dr. Kamran Chatha



CarbonVue - integrated carbon and productivity end-to-end supply chain management

- An industry –first digital solution to help UK businesses rise to the net zero by 2050 challenge, through the real-time management of carbon alongside cost, quality and service
- CarbonVue's development has been supported by Loughborough University supply chain experts led by Jan Godsell and trialled with Tata Steel UK and Moovero.



Prof. Jan Godsell



Loughborough University triumphs at LeicestershireLive Innovation Awards



CarbonVue project partners (left to right): Chris Clammon (SupplyVue), Clare Bailey (Tara Steel UK), Jan Godsell (Loughborough University Dean of Business and Economics), Andy Birtwistle (SupplyVue), Tim Stephenson (Tara Steel UK)

The UK SCALE Centre

The UK SCALE Centre, part of the global SCALE Network founded by the Massachusetts Institute of Technology (MIT), acts as a national hub for research, innovation and talent development in supply chains, bringing together academics, businesses and policymakers to address major challenges facing industry, including sustainability, digital transformation and resilience. Building on Loughborough University's longstanding expertise in operations and supply chain management, the Centre supports research and knowledge exchange focused on resilience, sustainability, digital transformation and responsible business practice. Through collaborative projects and industry engagement, the Centre helps organisations develop supply chains that are not only efficient but also environmentally sustainable and socially responsible.

The Centre provides a platform for knowledge exchange through conferences, workshops and industry events. One example is the annual UK SCALE Centre Symposium, which brings together academics and practitioners to explore emerging challenges and opportunities within supply chain management. In 2024, Judith Richardson, Sustainability Practice Lead at Argon & Co UK, shared perspectives on the future of sustainable supply chains, arguing that sustainability can no longer be viewed as an "added extra" but must be embedded within business strategy and operational decision-making. Her contribution highlighted the importance of circularity, collaboration, supply chain visibility and resilience in creating sustainable business models. Richardson also emphasised the need for organisations to move from short-term efficiency goals towards long-term value creation, reimagining supply chains as drivers of sustainability, innovation and competitive advantage rather than simply sources of cost reduction.

In 2026, the Centre hosted its annual symposium, bringing together leaders from industry, government and academia under the theme "**Hope not hype – Effective digitalisation for better supply chain solutions**". Discussions explored how artificial intelligence and digital technologies can be used to strengthen supply chain resilience, productivity and sustainability, while recognising the importance of data quality, governance, collaboration and culture change. Reflecting on the event, Professor Janet Godsell, Dean of Loughborough Business School and Director of the UK SCALE Centre, emphasised that the goal is to use digital technologies and AI to deliver genuine business value rather than adopting technology for its own sake. She also highlighted the Centre's broader mission of bringing together diverse stakeholders to shape the future of supply chains in ways that benefit organisations, society and the wider global economy.

UK SCALE Centre Symposium



Professor Janet Godsell, Dean of Loughborough Business School and Director of the UK SCALE Centre, opening the UK SCALE Centre Symposium 2026.

Digital Decarbonisation

Digital decarbonisation addresses the environmental impact of digitalisation, including data generation, storage, and processing, which currently accounts for around **4% of global greenhouse gas emissions**. While traditional decarbonisation focuses on physical processes, digital activities – such as “dark data” storage and energy-intensive AI systems – represent a growing environmental challenge.

The initiative at Loughborough University, led by **Professors Ian Hodgkinson and Tom Jackson** and supported by a wider team including **Dr Vitor Castro**, pioneers strategies to integrate sustainable digital practices into global decarbonisation efforts. Their work promotes the responsible use of digital technologies by supporting policymakers, organisations, and individuals to reduce data-related emissions.

By increasing awareness of the impact of digital data, the initiative seeks to:

- Help policymakers incorporate digital decarbonisation into net zero strategies.
- Support organisations in evaluating digital projects before they begin.
- Encourage individuals and groups to reflect on their digital behaviours and take responsible actions.

Key Highlights from 2025

International Policy Influence

- Contributed to the development of the OECD Recommendation on Digital Technologies and the Environment, formally adopted by OECD Ministers in June 2025.
- Invited to participate in the OECD COP30 Virtual Pavilion, where Professor Ian Hodgkinson joined international policymakers and regulators to discuss environmentally sustainable digital transformation.
- Contributed to a **Department for Energy Security and Net Zero (DESNZ)** report examining the energy impact of digitalisation and the future demands of data centres and digital infrastructure.

Thought Leadership and Global Recognition

- Continued to strengthen the Digital Decarbonisation agenda through high-profile collaborations with international bodies including the **OECD** and the **World Economic Forum**.
- Published influential research on topics including digital decarbonisation readiness, digital transformation, renewable energy limits and the environmental impacts of data demand.
- Expanded engagement with policymakers, industry leaders and researchers working at the intersection of digitalisation, sustainability and climate action.

Research, Tolls and Public Resources

- Published the **Digital Decarbonisation Readiness Framework**, providing organisations with practical guidance for assessing their digital sustainability maturity.
- Launched the new **Digital Decarbonisation website and policy impact platform**, providing open-access resources, policy briefings and practical guidance for organisations and policymakers.
- Continued development of the **Digital Decarbonisation Strategic Advisory Group**, bringing together leaders from government, industry, international organisations and academia to shape the future direction of the field.



Prof Tom Jackson



Prof Ian Hodgkinson



Dr. Vitor Castro



PRME Champions

- Proud participant in the **2026-2027 PRME Champions cycle**, building on our successful involvement in previous PRME Champion cohorts.
- Co-leading two international PRME Champions projects in collaboration with partner institutions, focusing on **Sharing Information on Progress (SIP) reporting** and **Student engagement in Responsible Management Education**.
- Published **Reporting with Purpose**, the final report from the previous PRME Champions cycle, providing practical recommendations to strengthen transparency, accountability and institutional learning across the PRME community.
- Committed to contributing to the ongoing development of the PRME Champions programme and wider PRME community.



Participants at the PRME Champions Meeting, Lüneburg, Germany, September 2026

Reporting with Purpose: Strengthening Transparency and Accountability in Responsible Management Education

Loughborough Business School co-leads Reporting with Purpose, an international research initiative examining the quality, consistency and contribution of Sharing Information on Progress (SIP) reporting across the PRME community. The project is jointly led by Dr Petros Vourvachis (Loughborough Business School), Dr Laura Steele (Queen's Business School) and Dr Margaret McKee (Sobey School of Business), bringing together researchers from Champion institutions worldwide to explore how reporting can support transparency, accountability, institutional learning and continuous improvement in responsible management education.

Initiated as part of the PRME Champions programme, the first phase of the project analysed 162 SIP reports submitted following the introduction of the revised SIP framework and PRME Commons platform. Working collaboratively across 14 business schools in eight countries, the team developed and piloted a 70-item assessment index aligned with the Seven PRME Principles. The project identified examples of good practice alongside opportunities to strengthen evidence use, stakeholder engagement, SDG integration and the communication of progress. Outputs have included the publication of the report *Reporting with Purpose*, conference presentations, academic papers and practical guidance designed to support business schools in using SIP reporting as a tool for reflection, learning and institutional accountability. Building on these findings, the second phase of the project compares institutions' SIP 1.0 and SIP 2.0 reports to assess how reporting practices have evolved under the revised framework.

Positive Impact Rating

In 2026, Loughborough Business School advanced from **Level 3 "Progressing"** to **Level 4 "Transforming"** in the Positive Impact Rating (PIR), becoming one of only nine UK business schools recognised at Level 4 or above. Based exclusively on student feedback, the PIR assesses how effectively business schools address societal and environmental challenges and prepare students to become responsible leaders. The improved rating reflects the School's continued commitment to its *Progress with Purpose* strategy and the integration of sustainability, ethics and social impact throughout the student experience.

A key factor in this achievement was the School-wide curriculum refresh introduced during 2025/26, which embedded responsible management and Sustainable Development Goal (SDG) content across programmes. Student engagement was further strengthened through the establishment of the **Student Responsibility Committee**, providing a formal mechanism for students to contribute to governance, sustainability initiatives and curriculum development. The School's progress was also recognised internationally through an invitation to contribute a case study to the **PIR 2026 Report**, showcasing its approach to aligning governance, curriculum innovation and student engagement.

Reflecting on the achievement, Rachael Mabe, Director of Student Experience, noted that the refreshed curriculum would help students develop the skills and understanding needed to become

effective, purpose-driven leaders, while Petros Vourvachis, PRME Lead, highlighted the importance of integrating governance, curriculum innovation and student engagement to create a more impactful learning environment.

IR Results	LB 2026	LB 2025	PIR Average 2025
Energize	8.31	7.6	8.0
- Governance	8.18	7.2	8.0
- Culture	8.44	7.9	8.1
Educate	7.86	7.2	7.7
- Programmes	8.15	7.4	7.8
- Learning methods	7.64	6.9	7.6
- Student support	7.81	7.3	7.8
Engage	7.83	6.9	7.6
- Role model	7.88	6.8	7.6
- Public Engagement	7.78	7	7.6
PIR Score	8	7.2	7.8



Loughborough Business School academics and the Student Responsibility Committee – (L-R) Rachael Mabe, Angel Aregbesola, Maddie Whitley, Yuvraj Jaipuria, Manh Dang, Mary Chai, Ananya Ganveer, and Petros Vourvachis.

Alumni engagement

Loughborough's alumni association has over 140,000 members. Our graduates have a unique and extremely strong bond with the university. Our alumni often offer guest lectures, real life case studies, mentoring and networking opportunities to our existing students. Our alumni's generous donations to Loughborough support students through scholarships, enable research projects and fuel entrepreneurial spirit.

Every year we recognise a handful of our alumni for their outstanding contribution to moving business with purpose forward. These awards are given to people who've demonstrated outstanding inspiration, merit, achievement or commitment in a particular role, or who've made a difference through their contribution to society, education, knowledge or research.

2025 Distinguished Alumni Award Winners



Mark Sismey Durrant

Mark Sismey-Durrant has exemplified the ethos of purpose-driven leadership throughout his 48-year career in the UK banking sector. As the former Chair of the Business School Strategic Advisory Board he has offered invaluable insight, drawn from his extensive experience in leadership roles.

Today, Mark continues to shape the future of financial services as Chair of Zempler Bank (formerly Cashplus). He has recently fulfilled appointments as Chair of GB Bank, Senior Independent Director at PCF Bank, and Chair of Swedish finance group, yourCom.

His dedication to supporting Loughborough University has seen him occupy roles including President of the Alumni Association, Chair of the Audit Committee and Chair of Loughborough Business School's Strategic Advisory Board.



Loughborough Student Managed Fund (LSMF) was established in 2022 thanks to a generous founding donation of \$250,000 from alumna Margaret (Meg) Dawson. LSMF aims to equip Loughborough University students with real-world, socially responsible, investment management experience and to deliver excess returns to fund academic hardship scholarships.

The LSMF is run by the Fund Management Committee of students, which draws upon the collective research capability of Loughborough's Finance and Investment Society to make quarterly investment decisions. The activities of the fund are overseen by the Board of the LSMF to ensure smooth running and adherence to Loughborough University's Ethical Investment Policy. In Meg Dawson's words:

"I believe all students who qualify for a university place should not be denied by lack of funds. The initial capital contribution (\$250,000) is intended to develop a sustainable model to financially support students in need while encouraging students to be socially responsible investors as they develop their business finance skills".



Sarah Massey

Sarah's distinguished career came full circle this summer when, having left Loughborough University with a research degree in Rugby Club Marketing and Management, she became Managing Director of the Women's Rugby World Cup 2025

When she graduated in 1991, women's rugby was still in its infancy after the inaugural World Cup. Under Sarah's leadership, the tournament broke records for attendances, viewership and engagement and the Final drew a record 82,000 fans to Twickenham.

Sarah has since held senior leadership roles across multiple Olympic and Commonwealth Games, World Championships, and global sports federations. Before joining World Rugby, she served as CEO of the World Athletics Championships Oregon 2022, and previously held executive posts at the International Hockey Federation, overseeing hockey at both the London 2012 and Rio 2016 Olympics.

Sarah has recently been appointed as the Director of Sport of the British Olympic Association leading the preparations for the Winter Olympic Games in Milan-Cortina and building towards the Summer Games in Los Angeles in 2028.



Paul Humphreys

Paul co-founded StudentCrowd with a vision to transform the way prospective university students choose where to study and live. The business and its platform were established in 2014. Since then, StudentCrowd has helped over 14 million students make informed decisions. It remains the only review platform that lists 100% of available options and ensures all reviews are written by verified students.

Paul's first graduate role was on the Finance Graduate Scheme at Cummins Power Generation. He later joined a small tech company, which made him an ideal guest lecturer for our enterprise modules, teaching engineers the fundamentals of business accounting. His involvement grew, and he became a regular contributor to many Business School entrepreneurship modules.

His outstanding contribution over the last decade has been to the Year in Enterprise programme, where he returns each summer to deliver workshops on small business finance, digital marketing, and search engine optimisation, mentoring our start-up founders and sharing the benefit of his experience. Over the past 10 years, he has given his time, knowledge, and expertise to support more than 200 businesses.

Community engagement

We aim to work with the local community to deliver an environment in which the inter-related communities of the University, the locality and the region can thrive.

With almost 4,000 staff and 20,000 students, the University is Loughborough town's largest employer and contributes significantly to the local economy. Throughout the year the University and the Students' Union organise a variety of events which are open to the local community to attend.

The University works closely with a range of external partners on matters relating to the presence of the University in Loughborough, by working with several community forums and local resident groups. It also offers financial support (up to £45,000 per year) through its Community Donations Fund. The University is also a major provider of sports and arts activities in the local community.

LB is both pro-active and reactive in its management of community relations. It is proactive in terms of liaising with the Student Union, the student representatives and in its encouragement to staff to get involved in activities such as school governance. It is reactive in the sense that it will respond to appeals for speakers, or charity events as requested, although the University takes the lead in managing the community programme.

Staff are encouraged to be involved in community activities. In a recent survey around 15% of all LB staff reported some voluntary activity, not related to their subject area. A substantial proportion of this was in local education, such as Schools or pre-schools, and also in organisations such as Girl Guiding or Scouts. There was also activity in fundraising and charities, both nationally and locally. Colleagues have taken on the role of Hall Wardens, and many are involved in their local community and church organisations, servicing the local communities in various ways at a personal level.

Loughborough University formalised a wide-ranging partnership with Charnwood Forest Geopark on 01 October 2024, strengthening ties between the two organisations. The collaboration will span research, education, community support, and science outreach, supporting the Geopark's bid to become a UNESCO Global Geopark. Charnwood Forest boasts remarkable geological heritage, including some of the world's oldest fossils, and hosts iconic sites like Bradgate Park and Beacon Hill.

The agreement, signed by Professor Dan Parsons, Pro Vice-Chancellor for Research and Innovation, and Cllr Martin Cartwright, Chair of the Charnwood Forest Regional Park Board, aims to enhance conservation efforts and community engagement. Both organisations are committed to leveraging Loughborough's expertise to preserve the region's natural and cultural heritage while advancing its global recognition.

Loughborough agreement with local geopark



Pictured from the left is Dr Jack Matthews, Charnwood Forest Regional Park Board Chair, Cllr Martin Cartwright, Dr Jo Jennings, Visiting member of Loughborough University, and Professor Dan Parsons, Loughborough University's Pro Vice-Chancellor for Research and Innovation



Practice

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

How We Define Practice

Practice means embedding sustainability and EDI principles in governance and operations. At our institution, this translates into initiatives such as the Carbon Action Plan, Athena Swan and Race Equality awards, and policies that integrate responsible, accountable management into daily practices, shaping a resilient, inclusive, and sustainable campus.

Institutional Policies and Practices

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

Policy Documents Related to RME and/or Sustainability

Practice info 2025

View document  Download document 

Practice Awards

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

Social Responsibility Champion Award 2026

Granter: Loughborough Business School

Grantee: Petros Vourvachis

Award Description:

Awarded in recognition of work undertaken for the community and wider society, both domestically and internationally. The award recognises contributions that promote responsible management, sustainability and positive societal impact beyond the School.

EDI Champions Award 2026

Granter: Loughborough Business School

Grantee: Lennie Foster and Peggy Alexopoulou

Award Description:

Awarded in recognition of outstanding contributions to advancing Equity, Diversity and Inclusion (EDI) across the School. The award celebrates initiatives and practices that contribute to a more inclusive, equitable and supportive environment for staff and students.

Practice Voices

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

Student Responsibility Committee

In 2025/26, Loughborough Business School established **a Student Responsibility Committee** to strengthen student engagement in sustainability, responsible management and social impact. The Committee was created to formalise student participation in School governance, providing a structured mechanism through which students can contribute feedback, raise sustainability priorities and participate in decision-making processes through representation on relevant School committees. The initiative reflects the School's commitment to ensuring that students are active partners in shaping the responsible management agenda rather than passive recipients of it.

The Committee also plays an important role in supporting the School's engagement with the Positive Impact Rating (PIR), helping to gather student perspectives and promote dialogue on environmental and societal challenges across the School community. Its activities have contributed to the wider *Progress with Purpose* strategy, which seeks to embed responsibility, sustainability and ethical leadership throughout the student experience. Summarising the Committee's purpose, members noted: *"Our aim is to promote sustainability, strengthen student engagement and create opportunities for students to contribute to a more responsible and inclusive School community."* Through this initiative, students are helping to influence institutional priorities while developing a stronger culture of responsibility, inclusion and shared ownership across the School.

Continue telling your story

Embedding SDGs in our practice

We remain committed to adopting responsible and accountable management principles in our governance and operations. This aligns with our strategic commitments, as summarised in the draft University Sustainability Strategy extract provided in the following pages.

University and School efforts in this area have evolved around two key domains: environmental sustainability and equality, diversity, and inclusion (EDI), both of which are core elements of the University's and School's strategies.

A significant environmental sustainability initiative is the introduction of the School, Professional Services, and (more recently) Student Halls Carbon Action Plan. This plan outlines a series of actions each School can take to help the University achieve its goal of becoming Net Zero. A summary of these actions is included in the following pages.

For EDI, the University has recently achieved both the Athena Swan Bronze Award and the Race Equality Charter Bronze Award. At the

School level, [we have now also secured an Athena Swan Bronze Award](#), representing a significant step forward in our related efforts.

In the following pages, we provide details on our related policies and, where available, aspirational targets. Where possible, extracts of relevant information are included, along with links to full documents for brevity. For environmental sustainability, key resources include the [central page](#) and the [policies and guidance page](#). For EDI, relevant links include our [commitments](#), [published information](#), and [HR pages](#).

It is important to note that these policies were developed at different times, and data has been collected for varying purposes and not always on an annual basis. The new University Sustainability Strategy is expected to streamline processes and enable more consistent reporting of related information. In addition, the introduction of our Strategic Responsibility Plan and the development of School-level KPIs are expected to support annual data collection and monitoring.



Resilient and Sustainable Campuses and Operations

We will develop our estate and change working practices amongst our staff and students to achieve net zero emissions from our operations and nurture the environment on our campuses to provide a healthy and sustainable habitat for bio-diverse populations.

SDGs: 9, 12, 6, 7

Our objectives

- Develop systems and processes to track and share sustainability progress across our campuses and operational functions.
- Continue to embed sustainability into our procurement of goods and services; identifying opportunities to increase the weighting of sustainability in procurement decisions.
- Continue to work to the highest possible standards of sustainable construction.
- Deliver Bio-Diversity Net Gain in support of our Estates Strategy and Biodiversity Action Plan.
- Implement a sustainable travel policy.
- Develop and implement climate risk and resilient net zero adaptation plan.
- Manage energy demand and supply in line with risks and actions.

Commitments

- Deliver Scopes 1 and 2 emissions reduction plan.
- Improve climate resilience protection measures to protect against the impact of extreme weather events.
- Ensure that our purchasing activity and practices support University environmental, biodiversity, social and economic priorities.
- Understand our supply base and support efficient and sustainable products and businesses to help us to deliver our commitments.
- Any new build or refurbishment is done in accordance with the highest possible sustainability standards, considering whole life carbon and costs.

Extract from Loughborough University's Sustainability Strategy (2025, p. 4)



Carbon Action Plan – key actions

Climate and Energy	Travel	Procurement and Resource Efficiency	Training, Knowledge and Advocacy
Share relevant policies	Follow the University travel policy and procedures	Use WARPiT before purchasing and disposing of furniture	Demonstrate how your teaching and research fits with the SDGs
Check your data	Arrange all business travel through the approved travel management company	Create a small team of WARPiT co-ordinators registered for, and trained in, its use	Aim to have 50% of your staff complete the Sustainability Essentials training
Communicate energy use to users	Develop an action plan to reduce the carbon footprint of vehicle use, including grey fleet	Consider the carbon impact of your events	Create a plan to show how you can modify your teaching to incorporate more SDGs in the students experience
Share information about how your building operates	Establish your travel emissions baseline for either 2019/20 or 2021/22	Promote the Kit Catalogue	Run a carbon awareness session specifically for your area
Target a 10% reduction in non-essential loads	Communicate the staff travel benefit schemes regularly with your staff	Implement food waste segregation	Explore opportunities to use the campus as a 'Living Lab'
Complete an out-of-hours survey	Share the University Travel Plan	Reduce waste before it even arrives on campus	Share your sustainability stories
Identify equipment that can (and can't) be switched off	Promote safe and sustainable travel options across campus and the wider area	Run a waste reduction campaign	Make a commitment for your team to make a university-wide change
Survey buildings to understand energy loads	Switch to more local field trip locations	Consult the University's Mandatory Contracts before making a purchase	Promote and capitalise on sustainable and climate related research
Review building operational times	Develop study abroad links with more local partner institutions	Centralise waste and recycling hubs	Explore opportunities to collaborate on projects for change
Optimise energy consumption in labs	Measure the travel carbon footprint of field trips and study abroad	Manage the procurement risks of over £50k spend	Familiarise yourself with the LU sustainability website
Optimise space utilisation	Promote overland options for all student international travel	Use agreed suppliers for all catering	Promote sustainability focused informal curriculum activities with your students
Purchase energy efficient equipment		Reduce printing	Encourage students to explore sustainability within their taught programme/discipline
Gather energy saving ideas from building users		Reduce single use and replace with re-usable	
Regularly test equipment		Explore paper free events	
Consolidate usage to reduce run times		Challenge the use of give-aways and freebies	
Consider equipment sharing options		Use washable crockery	
		Audit your waste	
		Minimise use of disposable items	

ENVIRONMENTAL SUSTAINABILITY POLICY



Loughborough University has two inspiring campuses in the UK, supporting the education and employment of in the region of 25,000 students, staff and tenant partners.

In providing high quality educational, research and workplace facilities we recognise that many of our activities have environmental impacts which are, or have the potential to be, significant. This is recognised in the Loughborough University Strategy to 2030, **Creating Better Futures. Together.**

Creating Better Futures. Together, is a bold and ambitious strategy, it is outward and forward looking, recognising the importance of our external influence and the impact of our actions on the world around us, and reflecting the challenges that face us as a society. It has Climate Change and Net Zero as one of three key themes, delivered across, and through, seven key areas. Accordingly we are committed to implementing environmentally responsible standards and practices as part of an Environmental Management System, (EMS) to mitigate and manage our impacts in a program of continual environmental improvement.

This Environmental Sustainability Policy sets out the principles by which we will embed sustainability and the EMS across our campuses. They are:

- The development of the EMS in response to the identified environmental impacts and risks, in order to continually improve environmental performance and sustainability.
- The integration of environmental management and sustainability into our day-to-day operations, ensuring environmental issues are addressed whilst continuing to provide a high standard of education and training to all our students.
- The awareness of and compliance with all relevant legislation, regulations, codes of practice and local or special requirements.
- The promotion of awareness and understanding of environmental issues to staff and the provision of environmental training where appropriate.
- The promotion of awareness and understanding of environmental issues to students through our communications, and by encouraging the integration of sustainability into the curriculum. The promotion of improved environmental performance among key stakeholders and interested parties through communication of our environmental policies and procedures.
- The exchange of initiatives and best practice within the local community, local authority and other Further and Higher Education institutions.

By embedding sustainability we aim to mitigate and manage our environmental impacts by:

- Reducing carbon emissions in line with the Energy Strategy and decarbonisation plan.
- Improving resource efficiency in accordance with the waste hierarchy of Prevention, Reduce, Reuse, Repair/Refurbish, Recycle, Anaerobic Digestion and Energy Recovery to prevent Disposal to Landfill.
- Reducing water consumption and improving water efficiency.
- Preventing pollution through emissions to air and discharges to water.
- Implementing procedures for sustainable construction, refurbishment and maintenance of buildings and the estate.
- Purchasing sustainable goods and services where practicable in accordance with Purchasing Procedures and Sustainable Procurement Guidance.
- Encouraging the adoption of sustainable methods of transport for staff, students and visitors whilst on, visiting, or commuting to the campus and when representing the University.
- Respecting and enhancing biodiversity as part of estates management strategies.

By undertaking regular environmental reviews to assess current levels of performance, we are able to develop annual objectives and targets to mitigate and manage our significant environmental aspects. These form part of the Sustainability Strategy which can be seen on the University website.

The Vice-Chancellor has day to day responsibility for the running of the University and as such has responsibility for environmental performance. All staff and students share this responsibility and are therefore required to adopt and adhere to the principles of this Environmental Sustainability Policy and the standards and procedures of the Environmental Management System. Tenants and partners of the University also share certain responsibilities and are expected to adopt and adhere to the same principles standards and procedures where appropriate.

Nick Jennings

Professor Nick Jennings CB FREng
Vice-Chancellor and President
Loughborough University

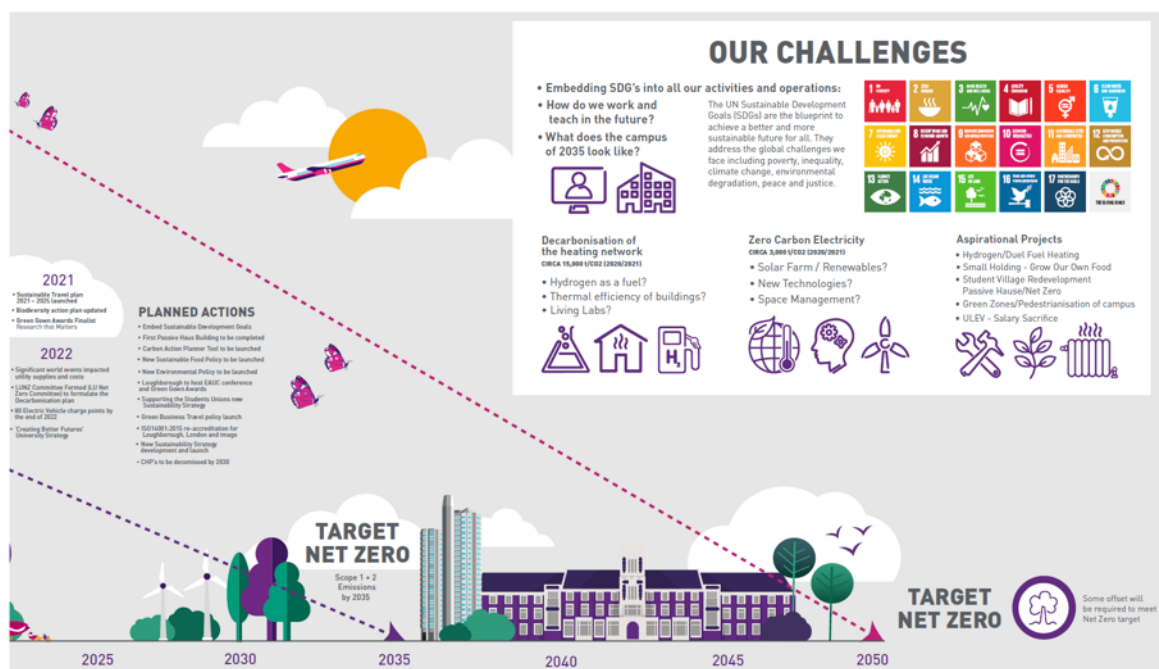
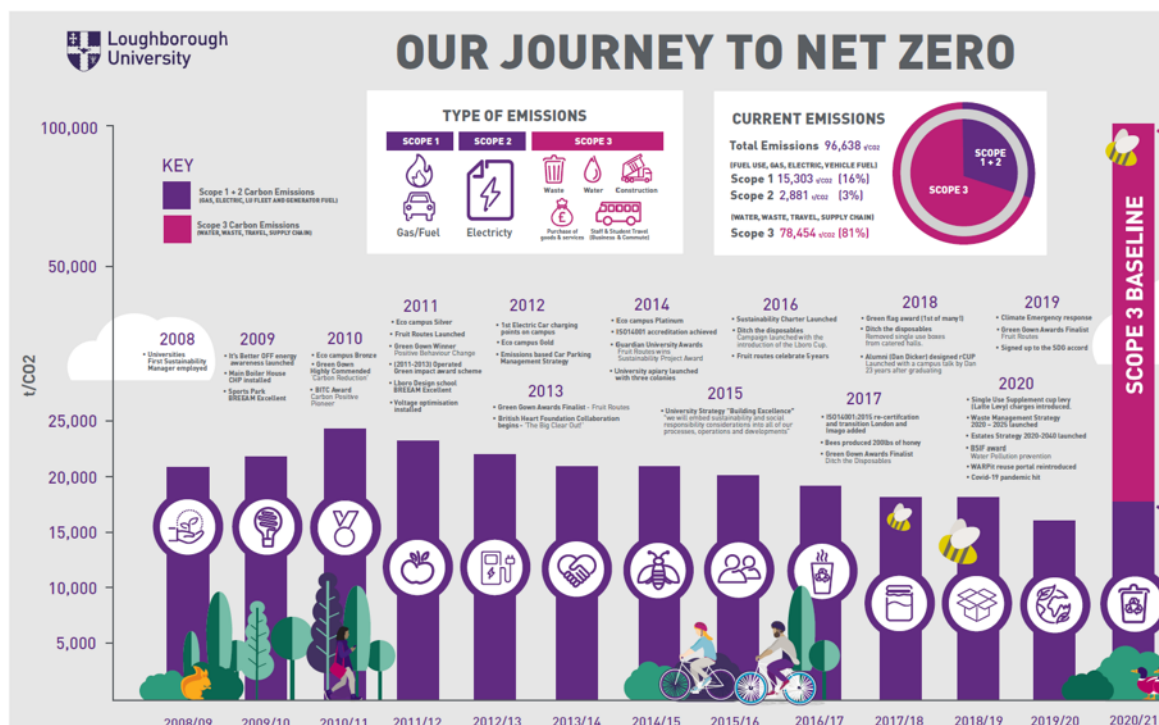
(October 2023)

www.lboro.ac.uk/sustainability



83023/CP5/01/2023

This Policy is reviewed and re-signed annually, an annually signed and dated Policy can be found on the University's Sustainability website. This printed version will only be changed if the policy alters.



Greenhouse gas emissions

The university has not issued a separate policy for greenhouse gas emissions, as this is addressed in the attached Environmental Sustainability Policy, managed under the University's Environmental Management System (EMS). Reducing the institution's carbon footprint from its operations is a strategic commitment outlined in both the previous and newly drafted university strategies.

In 2022, the University issued a document supporting its EMS, summarising the objectives and key actions designed to mitigate its most significant environmental impacts. An extract on the next page highlights key objectives and actions related to energy and carbon.

The University has also published a detailed **Decarbonisation Plan (2024)**, accessible [\[here\]](#). This plan reaffirms the University's commitment to achieving Net-Zero greenhouse gas (GHG) emissions: Scope 1 and Scope 2 (S1 & S2) by 2035, and Scope 3 (S3) by 2045. The Decarbonisation Plan outlines the pathway to reach these targets and incorporates the following strategic design principles.

There will be an on-going decarbonisation of the National Grid.	The existing CHP's will be replaced before 2030 by new resilience energy centres.	New build developments will be designed to minimise carbon impacts (BREEAM excellent & Passivhaus Standards).
Demand reduction activity is fundamental to delivering a credible Pathway to Net Zero Carbon. However it is recognised that capital availability and deliverability constrain this activity.	Procuring electricity from off-site renewables, either directly owned by LU or from a Power Purchase Agreement delivers decarbonisation.	Disposal activity, and conversion of buildings to continue.
Electrification of heat within the heat network allows decarbonisation to occur.	Electrification of heat load at a building level and using heat pump technology reduces overall consumption.	Better building control should be achieved through investment in Building Energy Management Systems (BEMS).
On and off-site renewable generation opportunities should be maximised. Off-site generation, with electricity transmitted via the national grid, is allowable and required to meet the scale of generation required.	Life cycle assessments will be included as part of the design development process.	On-site generation (likely through solar photovoltaics) is favourable.
Carbon reduction projects will be implemented as part of the LTM programme.	Staff and Student energy awareness engagement programmes will be developed	Our use of buildings must be reviewed, with rationalisation of the estate and better control of buildings within the portfolio.
Decarbonisation of the Thermal Infrastructure will be key in meeting the net zero aspirations.	Retrofit led by net zero carbon must be coordinated with the investment planned in the Estates Strategy	

The university has set up the following aspiration targets for carbon emissions:

Carbon Emissions

Longer term KPI

1. Net Zero scope 1 and 2 emissions by 2035

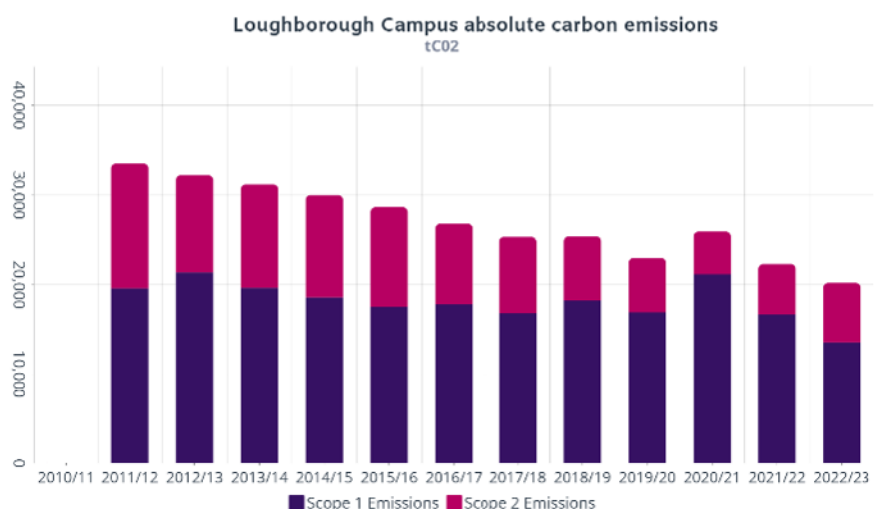
Interim KPI - Scope 1

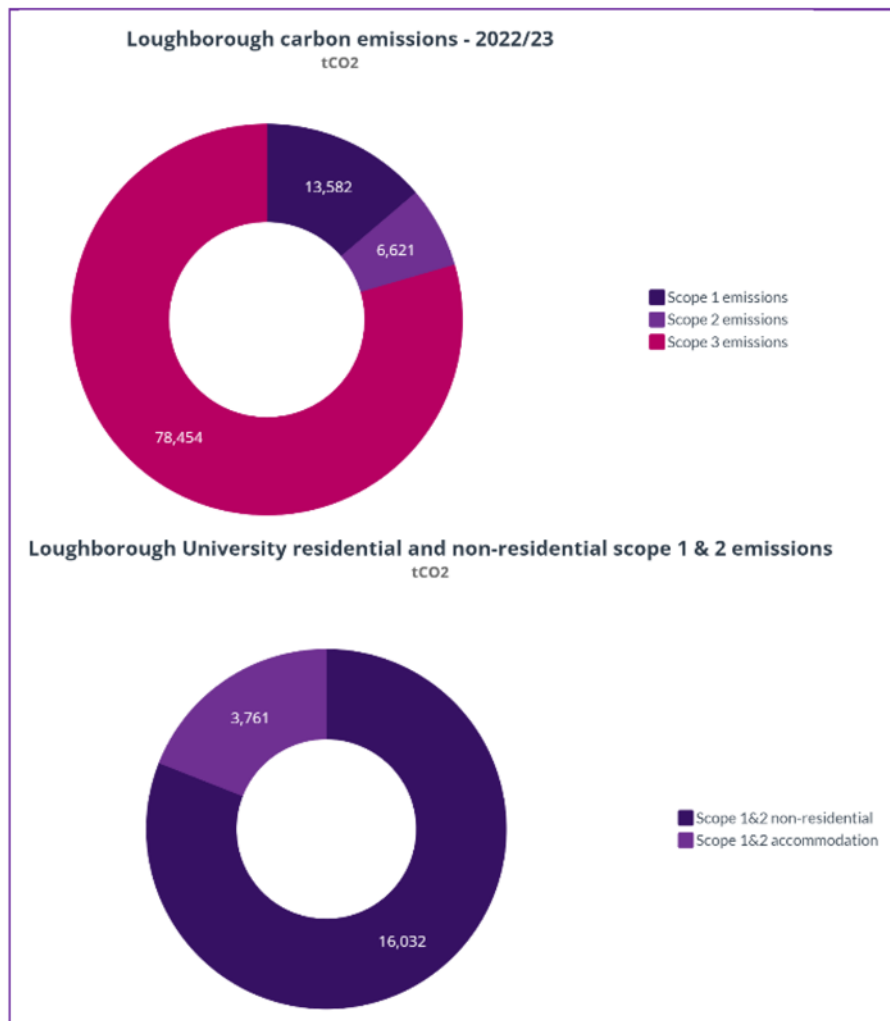
- a) 25% reduction by 2025 compared to the 2020/2021 baseline data.
- b) 75% reduction by 2030 compared to the 2020/2021 baseline data.
- c) 100% (net Zero) reduction by 2035 compared to the 2020/2021 baseline data

Interim KPI - Scope 2

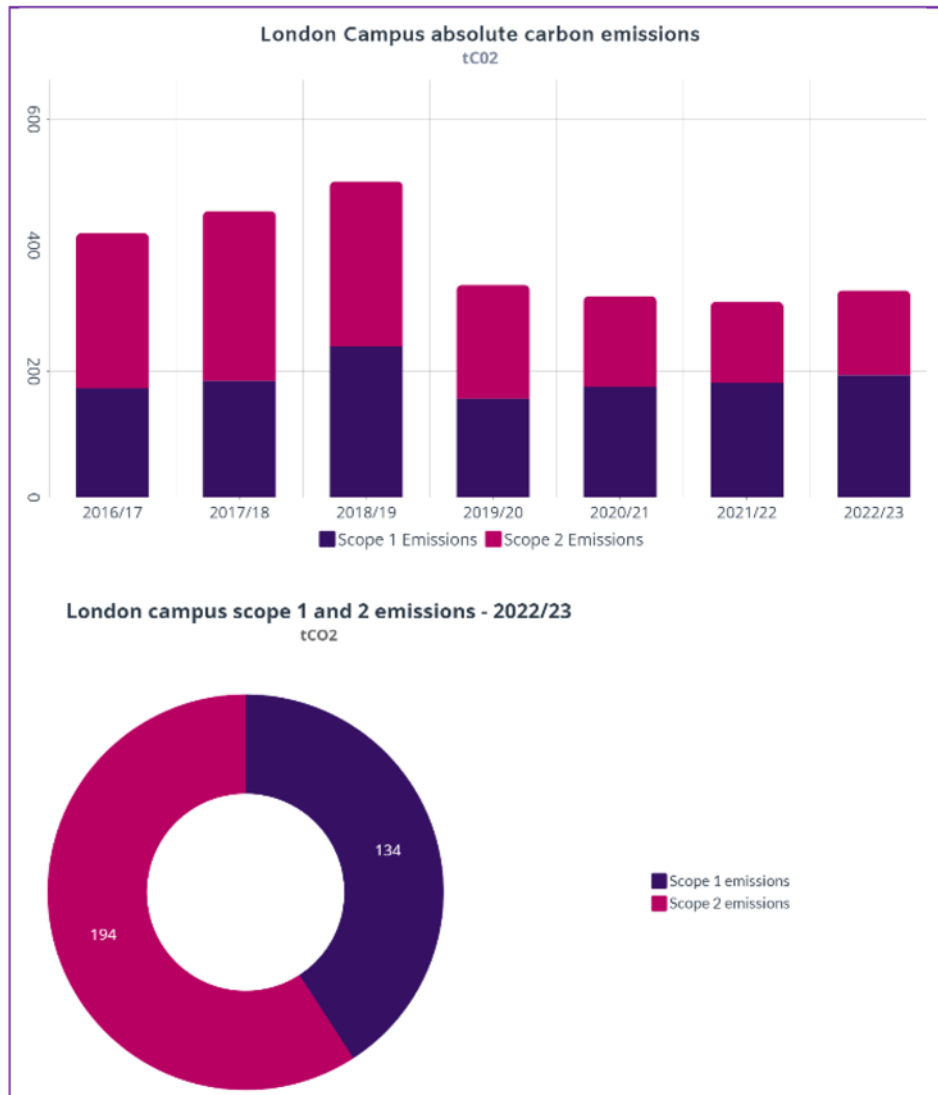
- a) 15% reduction by 2025 compared to the 2020/2021 baseline data.
- b) 50% reduction by 2030 compared to the 2020/2021 baseline data.
- c) 100% (net Zero) reduction by 2035 compared to the 2020/2021 baseline data

The University publishes data on emissions and overall environmental sustainability on its website and in various reports, including the Sustainability Annual Report (most recently published in 2022), the Annual Energy Report (the latest available online is from 2023), and the Waste Efficiency Report (last published in 2024). The most recent emissions and energy consumption data, from 2023, are available on its webpage and are provided below. Overall, the environmental sustainability data indicate some positive trends toward mitigating impacts, though it is unclear to what extent the ambitious targets have been met.





London campus emissions



Energy and Carbon Objectives and Key Actions

1. Energy and Carbon	
Oversight by	Estates Master Planning / LUNZ
Objective	To develop business cases and funding bids to support the implementation of energy reduction projects
Key Actions	1. Identify energy saving projects 2. Analyse and prioritise projects 3. Submit funding bids to appropriate Cttee
Objective	To report and publish the progress of the energy and water performance on an annual basis to the appropriate University Committees
Key Actions	1. Produce draft report 2. Sign off by Senior Management 3. Publish and circulate 4. Risk assess each building and create action plan for gas and electricity shortages
Objective	To ensure that reporting requirements are completed in a timely and accurate manner to ensure compliance with all internal and statutory reporting relating to carbon management: (Internal reporting, EMR, UK-ETS, CHPQA, DEC's TM44 Inspections)
Key Actions	1. The required levels of data monitoring are to be maintained or improved 2. The data submissions must meet scheme deadlines: a. January - EMR, UK-ETS, CHPQA b. June - DEC's c. TM44 – every 5 years
Objective	To work closely with the project delivery teams to ensure that cost effective technical solutions are considered, evaluated, and implemented as projects develop and review the current and planned projects in line with the published Capital Development Plan.
Key Actions	1. Quarterly meetings with Head of Projects 2. Involvement with Project Briefs and design meetings
Objective	Increase energy awareness through communication with staff and student champions, Operations Managers, and wider social media.
Key Actions	1. Target increased involvement with Schools 2. Continued use of social media 3. Continued communication through HSE meets
Objective	To develop a new University de-carbonisation Plan
Key Actions	Develop a decarbonisation plan for the University Campus that supports the aspirations within the University Energy Strategy and sets out a road map to net zero CO2 emissions (scope 1 and 2) by 2050 and a 78% reduction in emissions by 2035.

The university has set up the following aspiration targets for energy use, waste and biodiversity:

Energy Use

Longer term KPI

1. 50% Reduction in total energy consumption by 2035

Interim KPI

- a) 15% reduction in total energy consumption by 2025 compared to the 2020/2021 baseline data.
- b) 30% reduction in total energy consumption by 2030 compared to the 2020/2021 baseline data.
- c) 50% reduction in total energy consumption by 2035 compared to the 2020/2021 baseline data

Waste

Longer term KPI

- 1.To reduce waste management* by 40% by 2030 compared to a pre-covid average of 1975 tonnes

* total tonnage of waste disposed of offsite through recycling, composting, anaerobic digestion, energy recovery and landfill

Short Term KPI

- 2.Introduce the recording of waste avoidance weights by the end of 2022/3 academic year as a means to driving waste up the waste hierarchy from waste management to waste avoidance.
- 3.To achieve 40% recycling across the Halls of residence by 2025
- 4.To achieve 99% waste management diversion from Landfill by 2025

Biodiversity

Longer term KPI

- 1.To increase biodiversity on campus by 10% compared to 2022 baseline by 2040

Short Term KPI

- 2.To carry out a biodiversity survey of campus to establish a baseline by end of 2022
- 3.To ensure a biodiversity net gain on any developments on campus from 2022 onwards

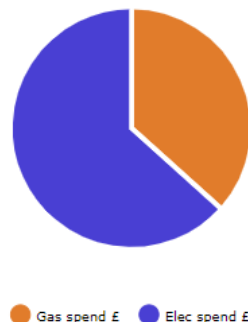
Loughborough campus energy consumption

Gas: 75,453,511kWh - £4,767,284 / Electricity: 31,975,205kWh - £8,241,127

2022/23 Utilities Consumption by kWh



2022/23 Utilities Consumption by Cost



London campus energy consumption

Gas: 1,078,614kWh - £254,488 / Electricity: 645,453kWh - £284,963

2022/23 Utilities Consumption by kWh



2022/23 Utilities Consumption by Cost



(Source: LU Website)

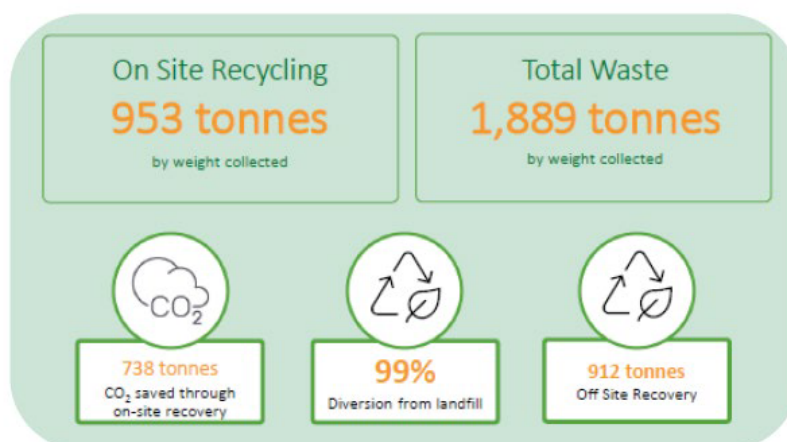
Waste efficiency

(Source: LU Waste Efficiency Report, 2024)

2023/24 YTD (Aug 23-Mar 24)



Academic Year 2022/23



Sustainable water management

Sustainable water management is addressed in the Environmental Sustainability Policy, managed through the University's Environmental Management System (EMS). Reducing water consumption in the University's operations is a strategic commitment reflected in both the previous and newly drafted university strategies.

As previously outlined, a 2022 University document supporting its EMS summarised key objectives and actions to mitigate its most significant environmental impacts (available [here](#)). An extract below highlights objectives and actions related to water management, including drafting a dedicated water management policy, as the existing document (available [here](#)) focuses on water safety.

	5. Water
Oversight by	Estates Master Planning
Objective	Reduce Water Consumption by 15% Relative to Student Numbers by 2025, Compared to a 2010 Baseline
Key Actions	1. <i>Draft new University Water Management Policy</i>
Objective	To develop business cases and funding bids to support the implementation of water reduction projects
Key Actions	1. <i>Identify water saving projects</i> 2. <i>Analyse and prioritise projects</i> 3. <i>Submit funding bids to appropriate Cttee</i>
Objective	To Investigate the Feasibility of Implementing Bore Hole Technology for Sports Pitch Irrigation
Key Actions	1. <i>Work with FM Sports Ground Management / Sport Development to assess and develop water harvesting projects for sports pitch irrigation</i> 2. <i>Commission and Undertake a Bore Hole Feasibility Study</i>

The university has set up the following aspiration targets for water management:

Water - General Use
Longer term KPI
1. 30% Reduction in total water consumption by 2035
Interim KPI
a) 10% reduction in total water consumption by 2025 compared to the 2020/2021 baseline data.
b) 20% reduction in total water consumption by 2030 compared to the 2020/2021 baseline data.
c) 30% reduction in total water consumption by 2035 compared to the 2020/2021 baseline data.
Water - Sports Pitch Irrigation
Longer term KPI
1. 30% Reduction in water consumption associated with sports pitch irrigation by 2035

Estate management

Estate management is also addressed in the attached Environmental Sustainability Policy, managed through the University's Environmental Management System (EMS). Reducing the impact of construction, refurbishment and maintenance of the University's Estate is a strategic commitment reflected in both the previous and newly drafted university strategies.

The aforementioned 2022 document supporting its Environmental Management System (EMS) (available [here](#)) includes the following extract highlighting objectives and actions related to estate management (see next page).

In January 2020, the University also issued its *Estates Strategy 2020–2040*, outlining a development framework aimed at providing the necessary physical infrastructure to support the University's strategic commitments.



Estate Management Objectives and Key Actions

7. Construction, Refurbishment & Maintenance of the Estate	
Oversight by	EMC / SSC / Biodiversity Working Group
Objective	To achieve the requirements of the Sustainable Design Guide in accordance with the University policy. This Sustainability Design Guide incorporates design philosophies in support of energy saving and carbon neutrality.
Key Actions	1. Refer to the Design Guide 2. Ensure that new builds are well ventilated and provide cool zones for extreme heat
Objective	To consider sustainable design innovation and whole life costing where appropriate through sound business case plans.
Key Actions	1. As part of the design process early consultation and liaison with the Sustainability Team to determine feasibility and options. 2. Where appropriate move forward through the design process and internal governance. 3. Business case is part of internal governance and is discussed and decisions made on the feasibility of all projects at Operations Committee. E&FM Projects coordinate this process and as a consequence are supportive in all environmental initiatives. 4. To consider whole life costing and responsible material sourcing practices in the procurement of all new build and refurbishment projects.
Objective	To consider sustainable design and construction in accordance with E&FM Strategy and Action plans.
Key Actions	1. To design in support of: a. The Estate Strategy b. The Energy Strategy 2. To review the existing building stock to ensure building efficiency and effectiveness 3. Consideration of those buildings that require refurbishment, replacement, or demolition. 4. To work alongside and communicate with all stakeholders including sustainability at design stage of any project.
Objective	To ensure the construction and refurbishment activities are delivered in accordance with environmental legislation and the University's EMS.
Key Actions	1. To ensure the regular monthly update/liaison meetings between Projects and Sustainability occur and the effectiveness reviewed regularly. 2. Project Managers to include the current and relevant policies as part of the tender documents as part of the construction procurement process 3. Ensure contractors have received and are actively communicating these documents at the pre contract meeting and progress meetings. 4. Development and monitoring of the construction activities risk register. 5. Monitoring of delivery of Health, Safety and Environmental Controls by carrying out HSE Tours
Objective	To achieve BREEAM in accord with the University policy - New Build (Excellent); Refurbishment (Very Good) unless justified and approved Operations Committee.
Key Actions	1. Early involvement of the BREEAM Accreditor 2. Carry out initial BREEAM evaluation on all projects 3. Undertake BREEAM accreditation process 4. Sign off

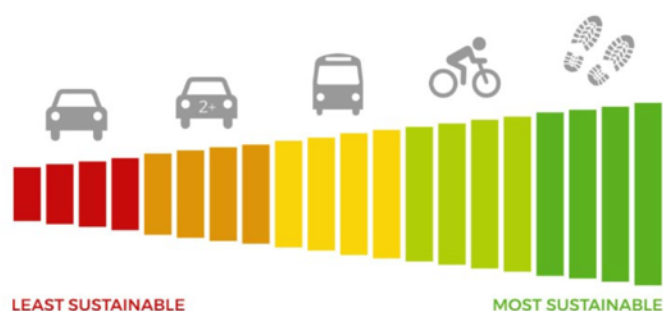
Sustainable Travel and Transport

Sustainable Travel and Transport is also addressed in the attached Environmental Sustainability Policy, managed through the University's Environmental Management System (EMS). Reducing the impact of travel and transport is a strategic commitment reflected in both the previous and newly drafted university strategies.

The aforementioned 2022 document supporting its Environmental Management System (EMS) (available [here](#)) includes the below extract highlighting objectives and actions related to sustainable travel and transport.

3. Travel and Transport	
Oversight by	Travel and Transport Group
Objective	To reduce the use of fossil fuels for personal travel
Key Actions	1. <i>Actions as detailed in the travel plan</i> 2. <i>Ensure staff benefits remain in place</i> 3. <i>Launch and develop the Choose how you move programme with Leicester County Council</i> 4. <i>Improve campus infrastructure for EV charging</i>
Objective	To work closely with finance and procurement to reduce the use of fossil fuels for business travel
Key Actions	1. <i>Review current University Business Travel Policy</i> 2. <i>Identify areas of opportunity for improvement</i> 3. <i>Seek approvals for Actions and agree timescales</i>
Objective	To work with FM and procurement towards the goal of moving 50% of the Facilities Management fleet over to low-carbon vehicles
Key Actions	1. <i>To review the objective and consider wider application</i> 2. <i>To undertake a full fleet review</i> 3. <i>To create an implementation plan</i>

The university has also issued a travel plan, which includes measures to encourage walking, cycling and the use of public transport as principal means of commuting to university for work, study and for travel by staff on University.



The university has set up the following aspiration targets for travel:

Travel

Longer term KPI

1.To reduce the proportion of staff driving alone as their main mode of travel to the University from 50% to 47% by 2025.

Short Term KPI

2.Complete phase two of Electric vehicle charge point infrastructure by Jan 2023.

This includes upgrading all existing points (37 points) and installation of an additional 23 points

3.Launch Modeshift pilot program with LCC in August 2022, with a view of achieving Green Stars Accreditation by July 2023. Focus of program will be on active travel modes.

4. To maintain business travel carbon emissions below 50% of pre-Covid levels

Sustainable travel

(Source: LU Sustainability Report, 2022)

Staff Survey Results

	2015	2018	2020	2022
Walk / run	18%	19%	17%	18%
Cycle	11%	13%	13%	12%
Motorbike/scooter		1%	1%	<1%
Private car alone (single driver)	55%	48%	51%	57%
Private car as a driver with passengers	n/a	6%	7%	2%
Private car as a passenger	10%	3%	3%	3%
Bus or coach	4%	6%	4%	2%
Train	3%	4%	3%	4%
Taxi		~0%	~0%	<1%
Other		1%	1%	1%

Student Survey Results

	2018 (n.512)	2022 (n.550)	CHANGE
Walk / run	55%	57%	+2%
Manual or e-scooter	N/A	<1%	-
Cycle	19%	15%	-4%
E-bike	N/A	<1%	-
Motorbike/scooter	<1%	0%	I/n c
Private car alone (single driver)	11%	12%	+1%
Private car as a driver with passengers	1%	2%	+1%
Private car as a passenger	1%	<1%	I/n c
Bus or coach	9%	9%	I/n c
Train	2%	2%	I/n c
Taxi	<1%	<1%	I/n c
Other	1%	1%	I/n c

Equity, Diversity and Inclusion

The University has published its commitment to EDI on dedicated pages, as copied below. [Annual EDI and Compliance Reports](#) for both staff and students are published in line with the legal requirements under the Equality Act 2010. EDI is further governed by HR policies, available [here](#).

At Loughborough, we are committed to cultivating an inclusive, fair, and respectful culture in which all staff and students feel valued, are able to voice differing perspectives and realise their full potential.

Equity, Diversity and Inclusion (EDI) is a core element in the [University's strategy](#). We will prioritise activities that identify and remove systemic inequities, associated with protected characteristics and marginalised groups, as well as promote and progress equity and inclusion.

We can deliver on these ambitions with the commitment and collective hard work of all members of our Loughborough community, and our senior leaders have specific responsibilities for this important work.

The terms Equity, Diversity, and Inclusion each have a distinct and important meaning:

- **Equity:** the quality of being fair and impartial.
- **Diversity:** recognising that we all benefit when our community comprises people from different backgrounds and with different perspectives and experiences.
- **Inclusion:** ensuring that everyone within our university can feel like part of its community.

We are on a journey of change, and we recognise that we have work to do to ensure equity, diversity and inclusion are reflected in everything we do.

We aim to create an environment whereby equity, diversity and inclusion is everyone's responsibility, and we challenge behaviour which negates an inclusive culture. We are committed to honestly and openly identifying, dismantling, and redesigning our policies, processes, and structures to empower individuals.

As an institution, we recognise our legal duty to eliminate unlawful discrimination, harassment, and victimization and to advance equality of opportunity between people who share a protected characteristic and those who do not. We aim to do this through prioritising activity that eliminates systemic inequalities and individual harm for those with protected characteristics and other marginalised groups.

We are committed to developing a diverse leadership community and ensuring our leaders drive forward our equity, diversity and inclusion commitments.

We will also encourage the leadership and participation on decision making bodies of Black, Asian and Minority Ethnic and staff from marginalised groups including those who identify as women, non-binary, trans and disabilities, providing opportunities for their leadership where possible.

Our commitment to staff

We will work together to create an inclusive, fair and respectable culture in which all staff feel valued.

Through mechanisms to eliminate discrimination and the use of positive action, we aim to achieve:

- Improvement of the suitability and accessibility of campus resources and spaces for students, staff, and visitors with any form of disability.
- Increased diversity within the academic community and professional services.
- Better representation within the University's decision-making forums.

Prioritisation of activity that eliminates systemic inequities and harm for those in the university with protected characteristics and other identified marginalised groups.

Our commitment to students

Our aim is to create a culturally diverse student community which embraces the inclusion of students from across the globe and who are taught by diverse staff. A culture in which all students feel valued, are encouraged to share their perspectives, and pushed to reach their full potential.

The [Student Wellbeing and Inclusivity Service](#) is available to help our students, as well as the Welfare and Diversity area within the [Loughborough Students' Union](#). These groups provide support and empower diverse and underrepresented groups to ensure an inclusive environment within LSU and the University.

As part of the dedicated Core Plan, the university has established the following aspirational targets for EDI:

Objective 1 - Data

Increase range and quality of EDI data and improve EDI data processes and intersectional analysis to provide a robust evidence base for objectives 2,3 and 4.

Increase % of high quality/ reported data (green areas of gap analysis) from 28% to 100% by end of phase 2.

Objective 2: Equity

Using both national sector benchmarks and internal targets, decrease inequitable outcomes in:

- a. pay and reward for staff, focussing on sex/gender, using national sector benchmarks (UCEA)
- b. pay and reward for staff, focussing on, racialised minorities and staff declaring disability, using internal targets.
- c. award outcomes for UG students (i.e. by race between black and white and Asian and white and by socio economic background (cross reference to areas of focus in the Access and Participation Plan 2020-21 to 2024-25).

Objective 3: Diversity

Improve levels of diversity, targeting areas that directly impact on student experience and organisational decision making.

- a. Improve diversity of our academic staff in the specified EDI groups: sex (females as assigned at birth), gender (targets to be determined), ethnicity (including a target for Black academic staff), staff declaring a disability.
- b. Improve diversity of other staff groups in the specified EDI groups: sex (females as assigned at birth), gender (targets to be determined), ethnicity (including a target for Black academic staff), staff declaring a disability.
- c. Improve diversity in ethnicity of senior leadership (University Leadership Group), to match University population (20%).
- d. Maintain gender diversity and develop targets for phase 2 when data improves.
- e. Improve diversity of committee composition, relative to internal targets for ethnicity (15%) in phase 1 and improve diversity of committee composition for disability and gender (setting targets when data improves) in phase 2.
- f. Maintain student diversity where we are already matching or exceeding sector benchmarks i.e. BAME, BAME (Black) and disability.
- g. We will develop sub-measures that cross-reference with the Research & Innovation core plan to improve the diversity of ethnicity and gender amongst our grant awardees (using UKRI data) to the sector upper quartile by 2030.

Objective 4: Inclusion

- a. Increase levels of belonging and inclusion, against sector benchmarks identified through tools used to measure engagement of staff, students, and targeted stakeholders.
- b. Reduce any gaps in experience identified through tools used to measure a 'sense of belonging' for staff and students i.e. The National Student Survey (NSS) and Staff Experience Survey.
- c. Increase the % of staff and doctoral researchers reporting a sense of inclusion and belonging in their research and innovation to over 90% by 2030 (cross reference with Research & Innovation core plan).

At the **School level**, we have compiled the following data on gender and ethnicity distribution for staff and students, which can serve as benchmarks for future reports.

	University Overall			Lboro Business School		
	Academic Staff	All Staff	Students*	Academic Staff	All Staff	Students*
Gender – % Female	38%	52%	40%	41%	50%	31%
Ethnicity – % BAME	25%	18%	25%	37%	35%	33%
Nationality – % International	33%	19%	25%	43%	35%	26%

* Ethnicity - UK students only

The **University** publishes data on EDI on its website and in its Annual Staff EDI Report and Annual Student EDI Report (the most recent of which were published online in 2022). While the data are comprehensive, there are still gaps that need to be addressed to fully assess progress toward all aspiration targets.

Headcount of staff on the basis of protected characteristic for the last 5 years.

Protected Characteristics	2018	2019	2020	2021	2022	5 year trend line
Self-cert disabled	3%	4%	4%	4%	5%	
Female	51%	52%	52%	52%	52%	
BAME	14%	15%	16%	16%	17%	
LGBT+	3%	3%	3%	4%	5%	

Gender Summary by Headcount Academic / Support (Professional Services)

Headcount	Female				Male			
	F 2021	F 2022	F% 2021	F% 2022	M 2021	M 2022	M% 2021	M% 2022
Academic	477	498	35%	37%	840	831	64%	62%
Support	1357	1316	62%	65%	833	706	38%	35%
Grand Total	1834	1814	52%	52%	1673	1537	48%	48%

BAME breakdown by Post (Academic highlighted in green)

Post	% BAME	% White
Administrative	16%	81%
Management and Specialist	11%	87%
Operational Services	11%	88%
Research	45%	55%
Research Teaching & Enterprise	23%	75%
Specialist & Supporting Academic	21%	77%
Specialist & Supporting Academic Research	35%	63%
Technical Services	12%	88%
Grand Total	17%	81%

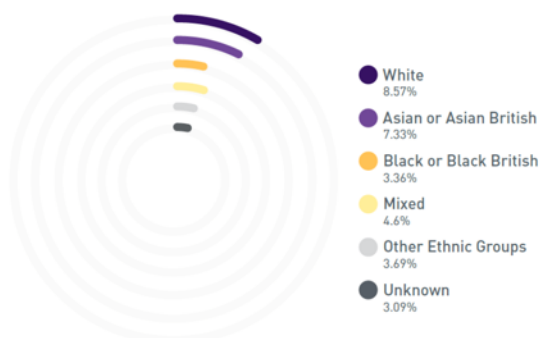
(Source: Staff EDI Report, 2022)

Recruitment

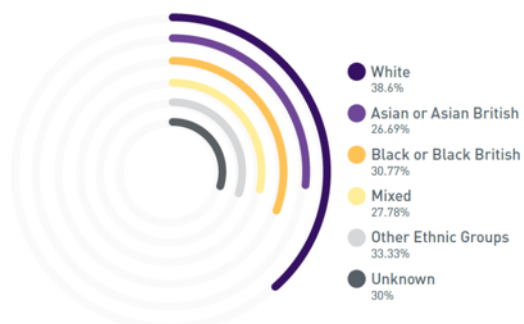
(Source: LU website)

Lecturer, Senior Lecturer, Reader, Professor

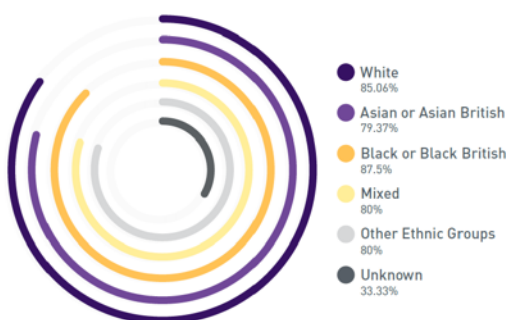
Shortlisted from Applied



Offered from Shortlisted

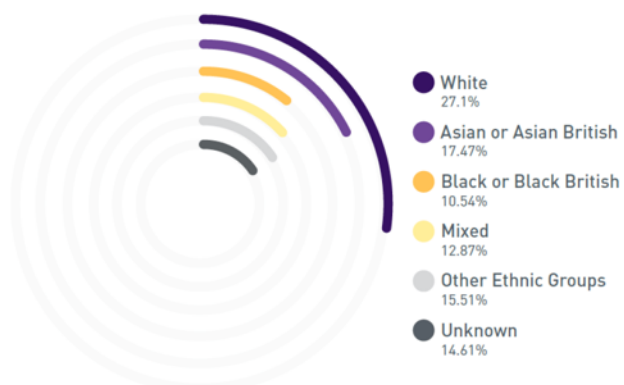


Accepted from Offered

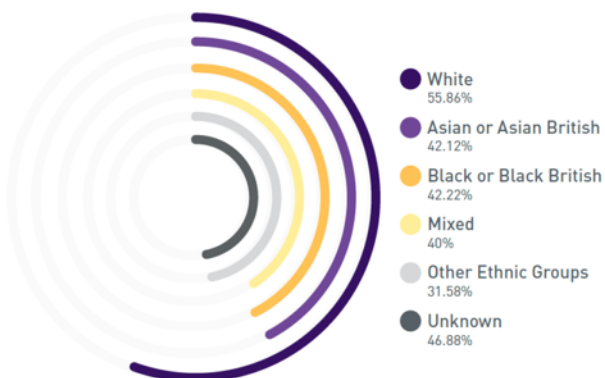


Research

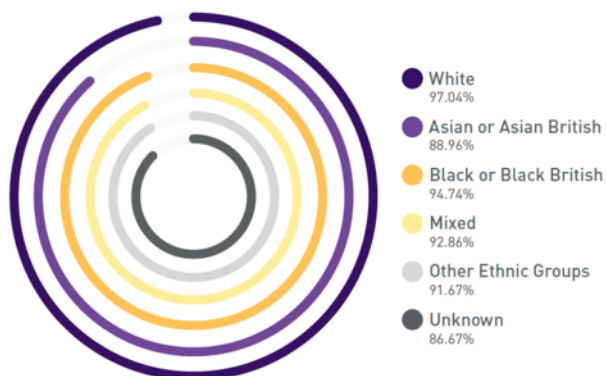
Shortlisted from Applied



Offered from Shortlisted

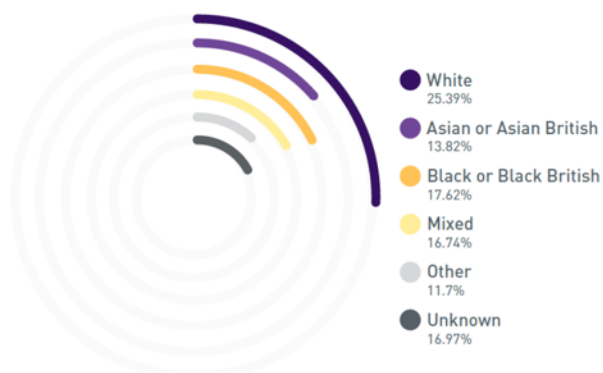


Accepted from Offered

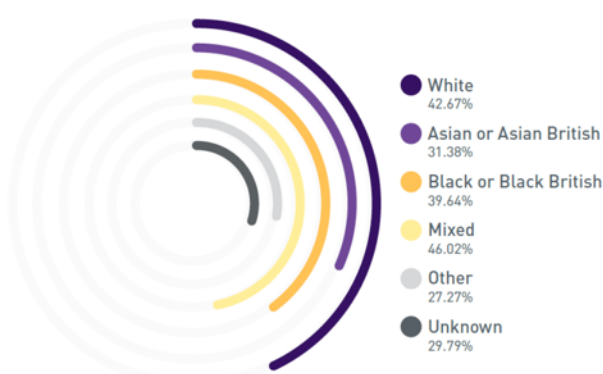


Professional Services staff

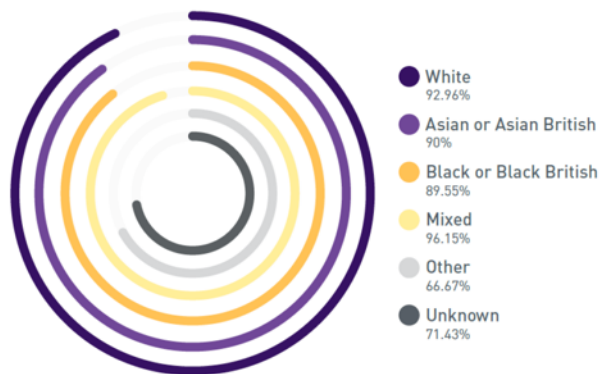
Shortlisted from Applied



Offered from Shortlisted

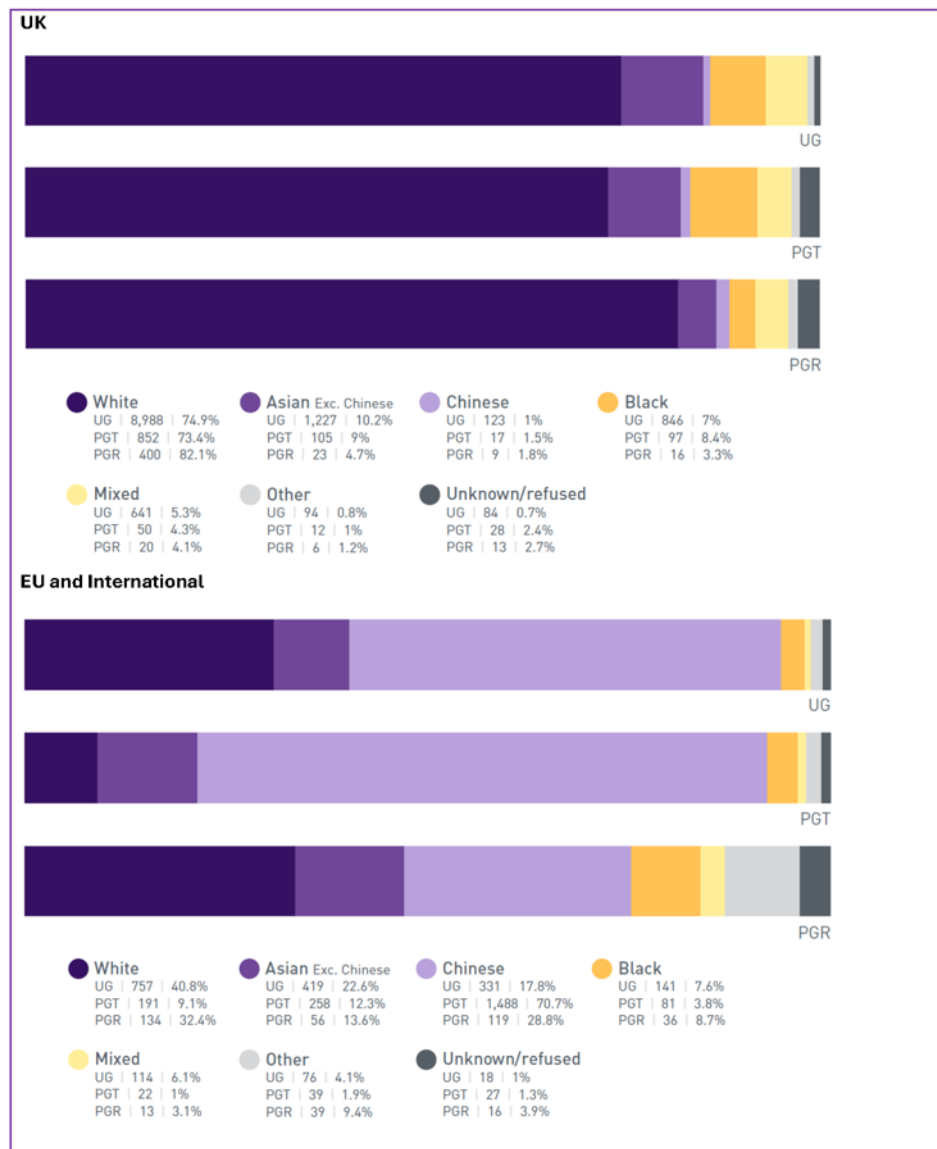


Accepted from Offered



Student population

(Source: LU website)



Student Profile by Disability and Level of Study

		Academic Year								
		19/20			20/21			21/22		
		Nr		%	Nr		%	Nr		%
Provider	Level of study	Known to have a disability	No known disability/unknown	Known to have a disability	Known to have a disability	No known disability/unknown	Known to have a disability	Known to have a disability	No known disability/unknown	Known to have a disability
LU	First degree	2,500	11,390	18.0%	2,800	11,545	19.5%	3,090	11,860	20.7%
LU	Postgraduate (research)	140	850	14.0%	130	820	13.6%	135	800	14.6%
LU	Postgraduate (taught)	245	3,175	7.2%	275	2,765	9.0%	305	2,560	10.7%
LU	Total	2,885	15,410	15.8%	3,205	15,130	17.5%	3,535	15,225	18.8%
Russ & 94	First degree	83,885	478,620	14.9%	93,685	499,475	15.8%	106,135	502,330	17.4%
Russ & 94	Other undergraduate	2,245	22,375	9.1%	2,210	17,125	11.4%	2,360	17,210	12.1%
Russ & 94	Postgraduate (research)	7,770	66,825	10.4%	8,845	67,795	11.5%	10,270	65,020	13.6%
Russ & 94	Postgraduate (taught)	17,570	189,590	8.5%	22,460	206,935	9.8%	25,215	218,115	10.4%
Russ & 94	Total	111,465	757,415	12.8%	127,200	791,335	13.8%	143,980	802,675	15.2%
Whole Sector	Total	358,695	2,097,155	14.6%	404,325	2,252,965	15.2%	437,875	2,320,735	15.9%

Student Attainment

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Academic Appeals by Gender

Gender	2018		2019		2020		2021		2022	
	No.	%	No.	%	No.	%	No.	%	No.	%
Male	130	59.0	170	55.0	165	66.1	190	65.4	200	62.3
Female	85	39.2	140	45.0	85	33.9	100	34.6	120	36.8
Other*	0	0	0	0	0	0	0	0	5	0.9
Not known	5	1.8	0	0	0	0	0	0	0	0
Total	220	100	305	100	250	100	290	100	320	100

Academic Appeals by Ethnicity

Ethnic Group	2018		2019		2020		2021		2022	
	No.	%	No.	%	No.	%	No.	%	No.	%
White	80	36.9	130	41.7	110	44.4	120	41.8	140	43.6
BAME	135	60.4	175	57.7	135	54.8	170	57.5	180	55.5
Not known	5	2.7	0	0.7	0	0.8	0	0.7	5	0.9
Total	220	100	305	100	250	100	290	100	320	100

(Source: Student EDI Report, 2022)

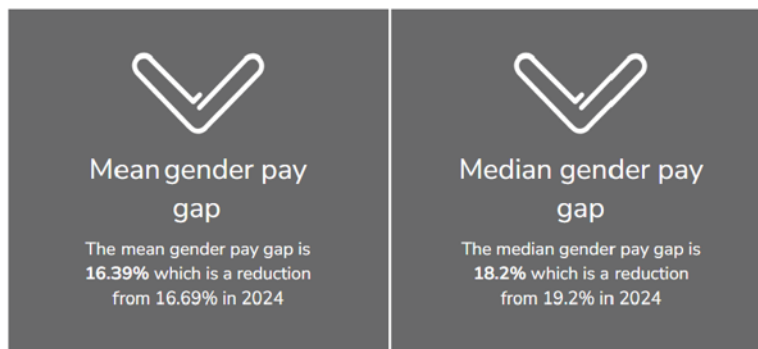
Gender Pay Gap

(Source: LU website)

Our Gender Pay Gap data as of 31st March 2025

46% of our staff are men and 54% are women.

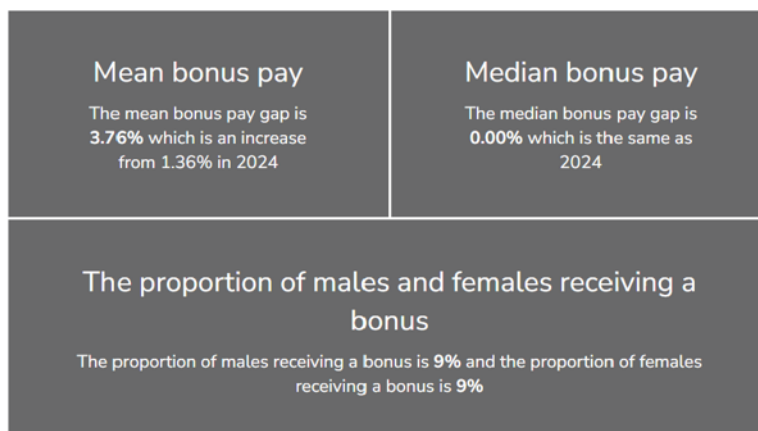
Our gender pay data has improved from 2024



The proportion of women in each pay quarter

At Loughborough University, women occupy 39.7% of the highest paid jobs (increase of 1%) and 62.8% of the lowest paid jobs (increase of 1%).

Bonus pay



Race Pay Gap

(Source: LU Website)

Our race pay gap data as of 31st March 2025

68.9% of our employees are White, 27.2% are from Black, Asian and Minority Ethnic categories. The racialised groups of 2.91% of staff are unknown.

Our race pay data

Mean race pay gap

The mean race pay gap is **12.59%** which is an increase from 10.53% in 2024

Median race pay gap

The median race pay gap is **14.51%** which is a decrease from 15.33% in 2024

The proportion of Black, Asian and Minority Ethnic staff in each pay quarter

At Loughborough University, racialised minority staff occupy 38% of the lowest paid jobs and 21% of the highest paid jobs.

Bonus pay

Mean bonus pay

Mean race bonus pay gap is **3.81%** an increase from 2.53% in 2024

Median bonus pay

Median race bonus pay gap is **0%**, which is the same as in 2024

The proportion of staff receiving a bonus

The proportion of Black, Asian and Minority Ethnic staff receiving a bonus is 4% a reduction from 10% in 2024 and the proportion of white staff receiving a bonus is 11% a decrease of 6% from 2023

Disability Pay Gap

(Source: LU Website)

Our disability pay gap data as of 31st March 2025

94.03% of our employees have no known disability and 5.97% have a known disability.

Our disability pay data

Mean disability pay gap The mean disability pay gap for staff with a known disability is 2.38%, an increase from 1.7% in 2024.	Median disability pay gap The median disability pay gap for staff with a known disability is 4.58%, an increase from 2.98% in 2024.
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Bonus pay

Mean bonus pay Mean average bonus pay for staff with a known disability is 15.53%, an increase from 8.75% in 2024.	Median bonus pay Median bonus pay for staff with a known disability is equal to that of staff with no known disability, which is the same as in 2024.
The proportion of staff receiving a bonus The proportion of staff with a known disability receiving a bonus is 8% and the proportion of staff with no known disability is 9%. Both percentages are reduced from last year when 17% of staff with a known disability and 15% of staff with no known disability received a bonus.	



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

Share means openly communicating progress, challenges, and innovations in sustainability and EDI. At our institution, this involves reporting on carbon reduction, diversity initiatives, and embedding the SDGs, while exchanging best practice with staff, students, and external partners to strengthen collective impact and learning.

Engagement Opportunities

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

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

Communication Audiences

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

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

Sharing Voices

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

Sharing Knowledge for Sustainable Supply Chains

The UK SCALE Centre, part of the global MIT SCALE Network, provides a platform for sharing knowledge and best practice between academia, industry and policymakers. Through research collaborations, industry roundtables and the annual UK SCALE Centre Symposium, the Centre helps organisations address challenges relating to sustainability, resilience and digital transformation in supply chains.

Reflecting on the purpose of the Centre, Professor Janet Godsell, Dean of Loughborough Business School and Director of the UK SCALE Centre, noted:

"Ultimately, UK SCALE is about bringing together that community to shape the futures of supply chain in a way that is value-adding both to those individual entities, but to the UK and to the broader global supply chain ecosystem."

Through these activities, the Centre facilitates the exchange of ideas, evidence and practical experience, enabling participants to learn from one another and translate knowledge into action.

Communication Barriers

Loughborough Business School faces the following barriers in transparent communications:



**Inconsistent
updates**



**Data privacy
regulations**

Continue telling your story

Sharing our journey

This marks Loughborough Business School's sixth Sharing Information on Progress (SIP) report, prepared in accordance with the revised SIP 2.0 reporting guidelines.

In line with the PRME Principle of Sharing, we have sought to communicate both our achievements and the challenges we continue to face in embedding responsible management education across the School. We have adopted a format designed to maximise accessibility and transparency, presenting information directly within the report wherever possible rather than through attachments or supplementary documents. All information included in this report is publicly available, reflecting our commitment to openness, accountability and shared learning.

Our strategy, *Progress with Purpose*, has been a catalyst for advancing our commitment to the PRME Principles and the United Nations Sustainable Development Goals (SDGs). Over the past year, we have continued to implement our refreshed undergraduate and postgraduate portfolio, embedding sustainability and responsible management throughout the student journey. Alongside this, we have continued to produce high-quality sustainability-focused research, representing an increasingly significant proportion of our overall research activity, whilst also strengthening our external partnerships and societal engagement. We have further refined our Strategic Responsibility Plan, providing clearer objectives, projects and measures of success, and strengthening governance arrangements to support responsible management education across all aspects of School activity. We have also established both Staff and Student Responsibility Committees to strengthen participation, accountability and operational delivery.

The past year has also provided encouraging evidence of progress. We were pleased to achieve Level 4 "Transforming" status in the Positive Impact Rating, reflecting improvements across all dimensions of student assessment. We also secured Business Graduates Association (BGA) accreditation, alongside the successful continuation of our AMBA accreditation, and celebrated the formal launch of the UK SCALE Centre, further strengthening our contribution to sustainable and responsible business practice. Through our continued participation in the PRME Champions programme, including co-leadership of international collaborative projects, we have also contributed to wider conversations around responsible management education and reporting.

Looking ahead, we remain committed to further embedding responsibility and sustainability across our curricula, research, organisational practices and external engagement activities. In particular, we will continue to strengthen student partnership and engagement, advance our work in areas such as digital decarbonisation and sustainable business, support delivery of the University's Sustainability Strategy and Carbon Action Plan, deepen our local and international partnerships, and contribute actively to the PRME community through collaboration, research and knowledge sharing.

We are delighted to reaffirm our commitment to PRME and look forward to reporting on our continued progress in future SIP reports. As a PRME Champion, we also look forward to continuing to contribute to the wider PRME community through collaboration, research and knowledge sharing.

Dr Petros Vourvachis
PRME Lead
Loughborough Business School
Loughborough University
2026.

SIGNATORY

Loughborough Business School



Address

Loughborough Business School, Loughborough University,
Loughborough, LE11 3TU
United Kingdom



Website

<https://www.lboro.ac.uk/schools/business-school/>