

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Oxford Brookes Business School

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	8
5. Values	10
6. Teach	17
7. Research	20
8. Partner	33
9. Practice	41
10. Share	44

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 Oxford Brookes Business School, including key details and basic institutional data.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1,431
Faculty & Staff at the University	1,981
Faculty & Staff at the Institution	228
Student Enrollment at the University	14,997
Student Enrollment at the Institution	3,912
Undergraduate Attendance	2,921
Masters-Level Postgraduate Attendance	716
Doctoral Student Attendance	129
Certificate, Professional Development, or Continuing Education Attendance	146

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)
-  Doctor of Education (Ed.D.)



Purpose

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



Definition of Purpose

As a responsible learning community, our purpose is to deliver learning opportunities, insight and engagement that contributes to a sustainable and inclusive future for all stakeholders, society and the planet.

Institutional Engagement

76% - 100%

of faculty at Oxford Brookes Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



How We Define Values

Our values reflect guiding principles of the University: collaboration, connectedness, inclusivity, enterprising creativity, and generosity of spirit. Working together and with the communities to which we belong, we seek to create positive and sustainable innovation and change for individual and collective good.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

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

Dean's List: winning student applications

<https://www.brookes.ac.uk/about-brookes/structure-and-governance/faculties-and-schools/business/about/the-deans-list>

Mission: Inspiring minds with insight and ambition

At Oxford Brookes Business School our focus is to inspire all of our learners and partners through our education and research, bringing insight and raising ambition. Our colleagues are themselves inspiring minds, with the ambition to advance insight through teaching and research.

Vision: Unlocking change and transforming futures together

At Oxford Brookes Business School we want to be a catalyst to enabling and enacting change. We are committed to making a real difference with the individuals and organisations we engage with, and to the communities that we are a part of.

University Guiding Principles

- **Inclusivity:** We take positive steps to create an environment in which we celebrate, value, and provide equal opportunity to all.
- **Enterprising Creativity:** We're adaptable and flexible, and consider a fresh approach in everything we do - because we know our sustainability depends on a pioneering spirit.

- **Generosity of spirit:** Our students and staff manifest a generosity of spirit as they progress in the world by being open and willing to share their abilities, knowledge and experience, sometimes making difficult decisions, but always in the interest of the wider community.
- **Connectedness:** Our academic excellence is underpinned by a history of learning by doing. Our connections and our Oxford roots are fundamental to our students' and staff members' experiences and our successful future.
- **Confidence:** We have confidence in our staff and students, and we know that we prepare our graduates well for a fulfilling and valuable life. Through their success, we continue to earn our outstanding reputation.

Benefits of the award

The Dean's List is open to final year undergraduate students and final year postgraduate or PhD taught students at Oxford Brookes Business School. The Dean encourages all students to work towards this award, the benefits of being awarded a place on the Dean's List being:

- a personal reference from The Dean
- a personalised certificate
- recognition of academics, peers and parents/guardians
- invitation to a special awards event prior to graduation
- exposure to external business networks.

Selected winners 2024-25:

Layla Saleh, BA (Hons) Marketing Communications Management

"My journey at Brookes has been driven by my dedication towards making a positive impact. I am committed to embedding ethics, responsibility, and sustainability (ERS) throughout OBBS. As a student partner in the ERS Curriculum Innovation Implementation project, I had the unique opportunity to contribute to the OBU strategy 2035 through curating case studies using the UN Sustainable Development Goals as a framework. This involved me closely collaborating with Dr. Karen Cripps by attending interviews with EIRs and VIFs where I got the chance to truly immerse myself in this vital initiative. I then assisted in the write-up of the case studies, and digitally presented them for future use. Having a hands-on role reinforced my belief in the importance of embedding ERS across OBBS.

Beyond my time as a student partner, I sought opportunities to make a personal impact. Volunteering for the digital skills workshops for the local senior community, I encountered Patsy, who was locked out of her email account. I restored access to her email, whilst reassuringly taking her through every step of the way. This seemingly small act of assistance became a powerful reminder of the importance of empathy and practical problem-solving. It wasn't about grand gestures, but about using my skills to make a tangible difference in someone's life".

Ronnie Rahman, Global MBA

"My capstone dissertation on environmental, social, and governance issues has been immensely rewarding. Aligning my research with the United Nations Sustainable Development Goal SDG 13 has strengthened my passion for sustainable business practices. Under the mentorship of Sam Miles, I am inspired to explore a contemporary global issue. My employer has recognised the advantages of the project and offered me a career progression opportunity in the ESG field".

Oliva Jones-Humphreys, BA (Hons) Business and Management

"My dissertation research has been both an academic and personal journey, during which I conducted in-depth interviews with esteemed managing directors, including OBE-awarded professionals, and leading organisations. This experience has not only deepened my understanding of waste management practices within the cruise industry but has also enhanced my critical and analytical thinking skills".

Max Drew, BA (Hons) Business and Marketing Management

"I demonstrated Generosity of Spirit through volunteering with the Senior Digital skills Program in my first year, assisting with weekly workshops to help Oxford-based seniors improve their digital skills. Stepping up as co-lead in my final year, I played a pivotal role in expanding the program, creating a collaborative environment amongst fellow students, and seniors, enabling them to gain confidence in technology. My efforts in recruiting volunteers via LinkedIn facilitated the growth of a small team, to over 30 volunteers, allowing us to support more community members which enhanced their digital literacy and social inclusion. Furthermore, my support extended to planning presentations on digital fraud, along with assisting seniors with individual needs".

Matteo Nania, MSc International Business Management

"I am developing Cratch-it, a sustainable mobility aid for individuals using crutches and walking sticks. Working closely with the Brookes Entrepreneurship Centre, I have focused on integrating recyclable materials and designing a socially responsible product that enhances accessibility.

Furthermore, I represented Oxford Brookes in the Venture Crawl Pitch Competition, competing against over 20 universities across the UK, and I am proud to have won this competition. This experience refined my ability to pitch, strategise, and communicate innovative ideas in a competitive setting. This initiative aligns with Brookes' commitment to sustainability and inclusivity, reinforcing my dedication to using entrepreneurship for social good".

Marco Dell'Anna, BA (Hons) Business and Finance

"One of the initiatives I am most proud of is organising an event in partnership with Race at Your Own Pace, aimed at promoting mental and physical wellbeing. The funds raised supported the planting of 15 trees in Madagascar, demonstrating a strong commitment to both social responsibility and environmental sustainability (Generosity of Spirit)".

Alicia Moulder, BA (Hons) International Business Management

"I became President of the Women in Business Society, where I worked tirelessly to encourage women's participation in academics. I collaborated with the Finance and Economics Society and other societies, helping re-establish the Women's Network and fostering partnerships with initiatives such as the Menopause and Menstruation Alliance at Oxford Brookes Union. I am also partnering with "The Carve" by Deeksha Talreja, creating opportunities for students to support women-owned businesses in Oxford.

Additionally, I started a sustainable clothing initiative that reflects my commitment to the UN's Sustainable Development Goals (SDGs), fostering environmental consciousness within the student body. As a woman in business, I have strived to break barriers, led by example, and create opportunities that empower others to succeed".

Student Awareness

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

Student Engagement

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

Continue telling your story

**Giles Sahoy Austin** • 1st
Business Management & Geography Graduate | Environmental Innovation | ...
1yr • Edited •

🌱 This week I had the privilege of volunteering at the [Oxfordshire Greentech](#) Climate Solutions Conference at the [Oxford University Museum Of Natural History](#) - a powerful gathering of innovators, changemakers, and businesses committed to accelerating the transition to a low carbon future.

🔄 While the technology and discussion were vastly inspiring, the energy, collaboration and sense of shared purpose among everyone present was extremely moving.

🗣️ During the pleasure of interviewing [Mike Berners-Lee](#), I asked "What can young academics like myself do to contribute to the transition to a low carbon future?"

💡 From this I learned the importance of the media that we view in climate action. We must find the truth in what we read, and commit to individual responsibility to strive for the greatest positive impact.

🌍 The day of volunteering reminded me that real climate solutions aren't just technical - they're social. They require networks, trusts, and moments of human connection that spark long-term impact, something that [Hannah Scott](#) has done so brilliantly in the development of the [Oxfordshire Greentech](#) network.

🙌 A huge thanks to [Hannah Scott](#) and [Dr Karen Cripps](#) from [Oxford Brookes Business School](#) for helping me with the opportunity to work in this space for meaningful contribution and learning.

👋 [Saumiyaa Mylvaganam](#) and [Isha Lakhani](#), it was a pleasure working alongside you both.

[#ashestoaction](#) [#climatesolutions25](#)



Oxfordshire Green Tech



Isha Lakhani • 1st

Final Year Events Management Student | Freelance Event Planning/Marketing ...

1d • Edited •

...

Yesterday, I had one of those rare days that made me stop and go - WOW, I REALLY LOVE WHAT I DO!

Volunteering once again for [Oxfordshire Greentech](#)'s Climate Solutions Conference: Ashes to Action, at the incredible [Oxford University Museum Of Natural History](#) alongside the LEGEND [Hannah Scott](#), I got to see months of work come to life. From December to June, I've been deep in the behind-the-scenes linkedIn marketing, speaker outreach and logistics to building the very detailed (and colour-coded!) run sheet.

Towards the end of the day, I was chatting with Lily and [Vania Flaccomio](#) from [Cinergy Studios](#) and they told me something that really stuck with me: "We are so glad to be here, and we just genuinely enjoy what we do."

And honestly, same. That sentence summed up exactly how I felt.

♥ Massive thanks to:

[Hannah Scott](#) for trusting me with so much responsibility and letting me put my events management degree to the test.

[Giles Sahoy Austin](#) and [Saumiyaa Mylvaganam](#), you guys were amazing, and the event would not have been such a success without you!

[Dr Karen Cripps](#) from [Oxford Brookes Business School](#), it was so lovely working alongside you.

[Sofia S.](#) from [Shimadzu UK](#), it was really kind of you to get me a thank-you hamper.

[Finn Delisle](#), always such a pleasure working alongside you.

And finally... to every single person who attended, supported, and shared kind words throughout the day - A MASSIVE THANK YOU

This experience has not only encouraged me but also equipped me to plan more inspiring events in the future, where I can bring people together, create meaningful moments, and contribute to positive change in the way I know best.

If you're reading this, I invite you just for a moment to pause and ask yourself:

- 👉 When was the last time you felt lit up by the work you're doing?
- 👉 When did you last feel that lovely mix of exhaustion and joy that says, 'I'm in the right place'?

Because I felt that yesterday. And I'm holding on to it tightly 🌈 🙌



Teach

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



How We Define Teach

At the core of all our learning opportunities is a desire to develop responsible leaders and citizens through equipping them with the knowledge, skills and attributes that enable them to effectively navigate ethical challenges and contribute to a more inclusive and sustainable future for all.

Educator Recognition

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

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

Barriers to Innovative Curriculum

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

- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Change fatigue
- ❖ Collaboration barriers
- ❖ Overloaded faculty
- ❖ Resource allocation challenges
- ❖ Risk aversion
- ❖ Time constraints
- ❖ Institutional culture

Barriers to Innovative Pedagogy

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

- ❖ Administrative hurdles
- ❖ Change resistance
- ❖ Classroom infrastructure limitations
- ❖ Faculty confidence gaps
- ❖ Overloaded faculty
- ❖ Resource constraints



Research

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

How We Define Research

Fulfilling our mission requires a research and knowledge exchange culture that is inclusive, collaborative, and inspiring of the kinds of thought leadership necessary to undertake impactful interdisciplinary research that benefits individuals, organisations, and society and that tackles the socio-economic challenges of today and tomorrow.

Research vs Research for RME/Sustainable Development



Research Funding

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



Local



Regional



National



International

Socializing Research

In 2025, Oxford Brookes Business School contributed research findings to:

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

Research Projects

In 2025, Oxford Brookes Business School reported 3 research projects that implemented responsible or sustainable activities.

AI-Driven Financial Literacy for Underserved Communities in India

Period Covering: September, 2024 - August, 2026

Department: International Business | Management

Researcher: Uma Urs

AI-Driven Financial Literacy for Underserved Communities in India

Despite India's success in expanding access to bank accounts, rural and semi-literate communities, particularly women, remain effectively excluded from formal finance [SDG 5]. Without financial literacy, access to reliable information, or trusted sources of guidance in their own language, they cannot fully utilise their banking facilities. This research set out to change that.

Funded by the Bill and Melinda Gates Foundation Grand Challenges (2023), this project developed SAATHI (companion in Sanskrit), an audio-first AI agent powered by GPT-4 that answers voice queries in Hindi, Kannada and Tamil in real time. SAATHI was designed through iterative field research across rural Madhya Pradesh, Karnataka and Tamil Nadu, placing end users, particularly women smallholder farmers and landless labourers, at the centre of the design process. Field testing yielded a 94% accuracy rate [SDG 16] across 877 conversations. Building on the finding that information alone is insufficient, FinFin is currently being developed as a structured microlearning application to build foundational financial literacy and decision-making capability from the ground up [SDGs 1, 2 and 4] and is expected to go live in December 2026.

SAATHI was built with embedded guardrails to prevent hallucinations, bias and unsafe financial advice, achieving a 94% accuracy rate in field conditions. Humanist design principles, including empathetic responses and conversational tone, were foundational, ensuring the tool is trusted and accessible by users with limited literacy and no prior technology experience.

Publications:

Adams, R. et al. (2026). *Mapping the Potentials and Limitations of Using Generative AI for Socio-Economic Challenges in LMICs*. Nature Computational Science, 6, 441–449 (2026).

<https://doi.org/10.1038/s43588-026-00960-8>

Jain S and Urs U. Making of SAATHI – Collaborative Design Thinking (Part 1). Gates Open Res 2025, 9:28 <https://doi.org/10.21955/gatesopenres.1117199.1>

Jain S and Urs U. Making of SAATHI – Refinement, Guardrails, Prompts, and Rules (Part 2). Gates Open Res 2025, 9:29 <https://doi.org/10.21955/gatesopenres.1117200.1>

Jain S and Urs U. Making of SAATHI: Lessons from the Field (Part 3). Gates Open Res 2025, 9:30 <https://doi.org/10.21955/gatesopenres.1117201.1>



‘Renting clothing to complement a sustainable wardrobe: Exploring UK consumers' perceived barriers to renting clothes and identifying an effective circular economy business model for renting everyday clothes’.

Period Covering: March, 2024 - August, 2026

Department: Marketing

Researcher: Rebecca Beech

Project Outline

In March 2024 I was awarded UN PRME UK and Ireland seed funding totalling £1291.50 for the study titled ‘Renting clothing to complement a sustainable wardrobe: Exploring UK consumers' perceived barriers to renting clothes and identifying an effective circular economy business model for renting everyday clothes’.

The project intended to examine the UK (England, Wales, Northern Ireland, and Scotland) populations, drivers and barriers towards renting everyday clothes. Additionally to develop insights into how to better develop a circular business model for fashion rental. The context of renting everyday clothes was positioned as an alternative consumption behaviour to buying fast fashion, the fast fashion industry is the second largest polluter global, therefore alternative models (such as rental) are required to minimise global waste. The study defined everyday rental as renting clothes that would be rented for seasons (e.g. summer, spring, autumn and winter), workwear and holidays as a capsule wardrobe. The study entailed two phases of data collection. Firstly, four focus groups with UK consumers, the purpose of the focus groups was to gain rich insights into consumers' drivers and barriers of rental, particularly from consumers who had rented and were familiar with renting. The focus groups informed phase two of the study, which entailed 20 semi structured interviews, the purpose of the interviews was to gain richer insights into those who hadn't rented before and were not aware of renting. As a result, the latter phase provided rich insights into the barriers to renting.

Impact

The study was a success, and the deadline was met on time – May 2025. The study has led to a range of impacts and has been a stepping stone to larger grants, a submitted grant awaiting an outcome and a future pipeline of projects. Such impact and grants are –

- 1) Published two peer-reviewed journal articles, see below
- 2) A podcast with Oxford Brookes Universities Brookes Unscripted, see below
- 3) Written evidence via the study's findings to the Environment, Food and Rural Affairs Committee's inquiry into Preventing waste and enabling a circular economy, see below
- 4) Submission of three grants which have been unsuccessful but show trajectory of idea generation and collaboration e.g. ESRC Impact Accelerator Grant (Feb 2025), UKRI New Thinkers Grant (Feb 2025), Oxford Brookes Business School's large grant (Dec 2025)
- 5) Successful grants to develop the research findings from the seed funding e.g.
 - a) In June 2026, I was successful with the Oxford Brookes University's Proof of Concept grant, and awarded £23,302.83. This is to commercialise a chatbot idea launched in Feb 2026 and developed in collaboration with Advanced Clothing Solutions (Europe's Largest Circular Hub) and Oxfam UK (Global NGO). I was one of four awards given throughout the university.
 - b) In June 2026, in collaboration with Cardiff University, our research project was awarded £1,120 for a second study of surveys to build upon the seed funding.
- 6) Having built my credibility in this area as a result of the PRME seed funding, I will provide consultancy to Oxfam UK in August 2026.
- 7) I have an awaiting outcome of a grant submission to the ESRC Connect Funding with the University of Essex as PI worth £79,660.00, where I will examine fashion as part of a project on digital product passports.
- 8) I have a pipeline of future grants to develop this project: 1) UKRI Policy Fellowship due 10th September worth £220,000, 2) July 2027: UKRI Catalyst Grant £300,000 in collaboration with Prof Paul Jones to examine fashion and textiles SMEs' barriers to and drivers of a circular business model

Relevant publications, podcast, policy written evidence:

Journal articles

- [Beech, R., Ritch, E., Anderson, C. G., & Ali, Z. \(2026\). Biases and heuristics in chatbot enabled everyday fashion rental in the UK. *Journal of Fashion Marketing and Management: An International Journal*, 1-22.](#)
- [Beech, R., Leggett, K. L., & Lammi, M. \(2025\). Who said growth means losing sight of circularity? A futuristic conceptualisation of a circular fashion rental model in the UK. *Journal of Macromarketing*, 45\(4\), 793-811.](#)
-

Policy written evidence

- Beech, R. (2025) Written evidence to the Environment, Food and Rural Affairs Committee's inquiry into Preventing waste and enabling a circular economy. <https://committees.parliament.uk/work/9142/preventing-waste-and-enabling-a-circular-economy/publications/written-evidence/>

Podcast

- Beech, R. (2025) Can Fashion Grow Without Costing the Earth? Rethinking Clothing Through Circular Fashion with Dr Rebecca Beech. Brookes Unscripted Podcast - <https://radar.brookes.ac.uk/radar/items/54d9eb74-1751-481c-8b11-64173407096c/1/>



From Research to Regional Impact: Scaling SME Sustainability Support Across Local Authorities

Period Covering: November, 2023 - August, 2026

Department: Economics

Researcher: Dr Sara le Roux

From Research to Regional Impact: Scaling SME Sustainability Support Across Local Authorities

Small and medium-sized enterprises (SMEs) play a critical role in the transition to a more sustainable and low-carbon economy, but many face significant barriers to taking action, including limited time and capacity, upfront costs, uncertainty, skills gaps and difficulties navigating available support.

The project led by Dr Sara le Roux of Oxford Brookes Business School began in November 2023, with research undertaken across South Oxfordshire and the Vale of White Horse to understand the sustainability challenges, needs and support requirements of local SMEs and organisations. The resulting report in April 2024, provided an evidence base for local stakeholders and identified a series

of recommendations for strengthening sustainability support for businesses, including the need for practical and accessible advice, tailored support that reflects different levels of knowledge and readiness, trusted local intermediaries, skills development, and financial support to help businesses move from awareness to action.

Importantly, the research was subsequently used to inform the design and delivery of sustainability support across the two districts over 2024-25 and 2025-26. Rather than providing generic support, the recommendations provided a basis for tailoring interventions to the needs identified through the research. This included a combination of business engagement, one-to-one advice and mentoring, sustainability and green-skills training, energy assessments and technical advice, peer learning and networking, and targeted financial support for decarbonisation and sustainability investments.

The current project evaluates the impact of this support. Led by Dr Sara le Roux of Oxford Brookes Business School, the impact assessment examines how SMEs, social enterprises and community organisations engaged with the support, what they gained from it, and whether it translated into changes in capability, investment, sustainability practices and wider economic, environmental and community outcomes.

The research combines programme-level evidence with 15 qualitative case studies, covering four broad areas: business engagement and behaviour change; skills and workforce development; decarbonisation and energy reduction; and innovation and purpose-led enterprise.

Key findings

- Practical, tailored support can turn awareness into action. Organisations were more likely to progress when support was relevant to their circumstances and provided clear, achievable next steps.
- Different starting points require different forms of support. Businesses and organisations entered programmes with very different levels of knowledge, resources and readiness to act. Tailored interventions enabled support to respond to these differences.
- Finance can unlock action. Targeted grants enabled organisations to make investments that would otherwise have been delayed or considered unviable, including solar PV, energy efficiency measures, electric vehicles and specialist equipment.
- Trusted local intermediaries matter. Local delivery organisations provided credible advice, helped organisations navigate complex sustainability decisions and increased confidence to act.
- Support builds longer-term capability. Training, mentoring and technical advice strengthened knowledge, skills and confidence, helping organisations pursue further sustainability actions and new opportunities.

- Impacts extend beyond the initial intervention. Across the case studies, support generated further investment, cost savings, new income streams, partnerships, skills, community engagement and measurable environmental benefits.
-

The case studies provide evidence of measurable outcomes. For example, one community museum reduced energy spending by 54%, with solar generation accounting for 56% of its overall electricity consumption. Thame Players reported more than £3,700 in energy savings and 9.62 tonnes of CO₂ savings, while Smart Greens reported an approximately 80-84% reduction in electricity costs following its solar and battery investment.

Contribution to responsible management and the SDGs

The project demonstrates the role of a business school in using applied research to address real-world sustainability challenges and support responsible management practice. It directly contributes to SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), SDG 11 (Sustainable Cities and Communities), SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).



Publications Related to RME and/or Sustainability

Who Said Growth Means Losing Sight of Circularity? A Futuristic Conceptualisation of a Circular Fashion Rental Model in the UK

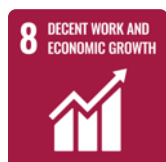
Authors: Beech, R | Leggett, K | Lammi, M

Date of publication: September, 2025

Department: Marketing

The modern marketplace requires simultaneous growth in sustainable production and consumption, and degrowth in the use of finite resources and waste produced. Circular economy business models present important strategies to minimise raw materials and environmental impacts while allowing economic development. Fashion is a pertinent context to examine as the world's worst polluter. This conceptual paper examines fashion rental business models that shift the focus of traditional consumption from linear to circular and access-based. Through a two-phase methodology, a comparative analysis of four UK fashion rental startups and four modes of theorising futures, four

theorised futures are produced to illustrate circular startup growth. The theoretical and managerial implications of each imagined economy are discussed, as well as how such businesses scale in each scenario and the impact on their circular principles. Finally, we discuss the implications for the macromarketing discipline's transformative role in imagining sustainable futures.



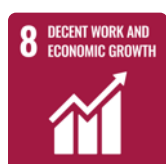
Do firms invest in energy adaptation? And, if so, why?

Authors: Cowling, M | Abdul Rahman, S | Yang, H

Date of publication: September, 2025

Department: Economics

This study investigates the incorporation of climate change and energy price issues in UK firms' investment decision-making processes, using a comprehensive 2023 survey representative of the UK firm population. Our findings reveal a strikingly low rate of climate change mitigation consideration, with only 13 % to 16 % of investing firms factoring these issues into their decisions. We found that firms investing in process innovation exhibit a 14.09 % higher probability of supporting energy adaptation and a 10.89 % higher likelihood of mitigating energy price impacts. While the overall consideration of climate change in investment decisions remains low, firms that do respond tend to focus on process innovation market development and plant, machinery and vehicles investments. These targeted investments may yield tangible impacts on reducing environmental footprints and energy price exposure, particularly in high energy use sectors. However, the narrow focus suggests that UK firms' capacity to significantly reduce their environmental impact may be constrained in the short term.



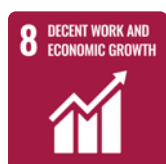
ESG Ratings and Investment Returns at the Country Level: Does Higher mean Better?

Authors: Asteriou, D | Pilbeam, K | Litsios, I | Pouliot, W

Date of publication: October, 2025

Department: Economics | Finance

We examine whether U.S. dollar-based investors can do better investing in highly rated ESG countries than in medium and lower rated ESG countries using both cross sectional and panel data estimations. In general, we find evidence that investment in ESGLow scoring countries leads to better returns than investing in ESGHigh scoring countries which in turn provide better returns than investing in ESGMedium scoring countries. We also examine the issue of risk-adjusted excess returns using a variety of country risk-adjusted returns including the country-level Sharpe ratio, Treynor ratio and Alpha. In general, we find that ESGLow countries still outperform ESGHigh countries who in turn outperform ESGMedium countries. We also find that countries that have improved their ESG scores over the period 2000–2021 have tended to provide the best returns for international investors and this group is mainly made up of ESGLow countries, although this is likely driven mainly by their higher economic growth rates. Finally, we examine the performance within the groups of ESGHigh, ESGMedium and ESGLow countries. In each case, we find that there is a positive relationship of returns with ESG scores within the group, and that GDP per capita in levels has a negative impact on returns using both the market exchange rate and purchasing power parity measures.



Scaling Engagement and Impact in Universities,

Authors: Vorley, T | Wilton, N | Tuckerman, L

Date of publication: August, 2025

Department: Business Administration

Exploring a broad range of strategies, this book offers a nuanced understanding of how higher education (HE) institutions can meaningfully scale their engagement and impact in an ever-evolving academic landscape. Using real-world case studies, it showcases innovative methods for collaboration, knowledge exchange, and community involvement. The book also addresses the growing demand for universities to demonstrate their relevance and value to society, providing practical examples and reflections on overcoming challenges in engagement efforts.



Driving pro environmental practice change and food waste reduction in professional kitchens

Authors: Lugosi, P | Chawla, G

Date of publication: March, 2025

Department: Business Administration

his paper examines how interventions via the physical working environment can be used to promote behaviour aimed at food waste reduction. Building on theories of practice, data were collected at luxury hotels using multiple methods, encompassing document analysis, observation and interviews. A new set of protocols for waste collection were introduced in the kitchens to drive practice change among chefs and associated personnel. The findings suggest that the intervention was initially met with resistance, which was attributed to the misalignment of meanings associated with this initiative among practitioners. However, subsequent human and non-human interventions helped to create new shared meanings that drove changes in attitudes and behaviours. The findings show how this initial focus on materiality led to change in 'meaningful knowledge', and subsequently shared meanings. Moreover, the data stress that practice change is constrained when shared meanings are not established and mobilised effectively. Overall, the study demonstrates how organisational practices concerning food waste can be modified through small-scale interventions, coupled with additional reinforcement strategies.



Institutional confidence, underreporting and academic consequences of gender-based violence among university staff and students in Europe

Authors: Humbert, A L | Strid, S

Date of publication: November, 2025

Department: Human Resource Management

This article examines the relationship between reporting incidents of gender-based violence, adverse academic consequences, and confidence in institutional responses within academic institutions based on an online survey conducted in 46 research organisations located in 15 European countries. By 'academic consequences', we refer specifically to the effects on an individual's educational pursuits, including but not limited to changes in academic performance, disruptions in coursework, and alterations in educational trajectories. Our results show that reporting gender-based violence is associated with increased severity of academic consequences, but that confidence in institutional responses has a negative association with adverse academic consequences. The level of confidence in institutional responses is identified as a moderator, intensifying the protective effect against adverse academic consequences, but interestingly only among staff. A multilevel intersectional analysis is used, considering various identity characteristics and accounting for structural inequalities. The article concludes with a discussion of the critical role of confidence in institutional responses and

suggests that institutions must move beyond procedural adjustments to foster a holistic change in culture, norms, and power structures. Recommendations for institutions include developing safe and confidential reporting mechanisms, building trust in responses, and fostering a culture of respect and zero tolerance for violence to effectively address this critical issue in academic settings.



The Ethics of Entrepreneurship: A Millian Approach

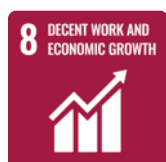
Authors: Cordasco, C L

Date of publication: July, 2023

Department: Management | Entrepreneurship

Cordasco, C.L. (2024) ‘The Ethics of Entrepreneurship: A Millian Approach’, Journal of Business Ethics, 191, pp. 217–229

What is morally valuable—if anything at all—in entrepreneurship? Existing normative takes can be broadly categorized as belonging to two main views: a backward and a forward-looking approach. The former sees entrepreneurial activity as a permissible emergent product of individuals’ interactions within the boundaries of people’s existing rights; the latter looks at entrepreneurship in the broader context of market processes and emphasizes its role in generating Pareto-improvements in social welfare. In this paper, I suggest that certain instances of entrepreneurship can be intrinsically valuable when they constitute Millian Experiments in Living, that is when entrepreneurial ventures are the expression of an entrepreneur’s conception of the good. Engaging in entrepreneurial activity which reflects one’s conception of the good helps individuals in cultivating their individuality and originality by means of subjecting their normative beliefs to empirical scrutiny, thus allowing one to confirm, revise, or refine them.



Research Barriers

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

- ❖ Funding challenges
- ❖ Time constraints
- ❖ Administrative barriers
- ❖ Technology and resource access



Partner

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

How We Define Partner

We engage with a range of local, national and international stakeholders through education, research and knowledge exchange, and in the spirit of collaboration, openness and mutuality, to deliver insight and learning to positively impact on individuals, organisations and society.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Quacquarelli Symonds (QS)
- ❖ Ministries of Education, Higher Education, or similar national bodies

Student Organization Partnerships

- ❖ None

Partner Voices

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

Entrepreneur in residence Oli Coles 2024-26

Our Entrepreneurs in Residence (EiR) are part of our Entrepreneurs in Residence (EiRs) and Visiting Industrial Fellows (VIFs) scheme.

The Entrepreneurs in Residence (EiR) scheme engages individuals with the background, experience and enthusiasm to deliver entrepreneurial and related insights and support work for our students, staff and stakeholders.

Entrepreneurs in Residence (EiRs) are part of a network that aims to provide learners and staff at OBBS and across the University with rapid access to a broad and deep base of knowledge, experience and contacts. Specifically, they will be providing insight into the challenges of creating and growing a business, and how an entrepreneurially-minded individual can succeed.

A significant number of our Entrepreneurs in Residence have substantial track records in setting up and leading organisations focused on the creation of social and environmental value.

Oli Coles is a multi-award-winning entrepreneur and Oxford Brookes alumnus who serves as an **Entrepreneur in Residence** at the **Oxford Brookes Business School**. He is recognized for founding **Windō**, a platform that connects job seekers with ethical, purpose-driven employers, and the COVID-era charity **Hospitality for Heroes**. [\[1, 2, 3, 4, 5, 6\]](#)

Here is a closer look at his professional journey and his involvement with Oxford Brookes:

- **Role at Oxford Brookes:** Coles leverages his background in ethical employment and startup building to support the next generation of talent through mentoring, workshops, and guest lectures. [\[1, 2\]](#)
- **Key Research & Publications:** He collaborated with the Business School on academic-led studies, notably the "*Sustainability in Early Careers UK*" report, which provides insight into how employers address sustainability, diversity, and wellbeing. [\[1, 2\]](#)
- **Windō:** Coles co-founded the B2B tech platform Windō, which helped companies measure and communicate their Diversity, Equity, and Inclusion (DEI) and sustainability efforts. [\[1, 2\]](#)
- **Hospitality for Heroes:** During the COVID-19 pandemic, Coles founded this non-profit, providing over 150,000 healthy meals to NHS frontline staff across the UK. [\[1\]](#)
- **Awards and Accolades:** For his charity efforts, he was awarded a **British Empire Medal (BEM)** by Queen Elizabeth II. He was also named by *The Independent* as one of the UK's 50 most inspirational people driving positive change

Entrepreneur in Residence Fran Salussolia 2024-26

Our Entrepreneurs in Residence (EiR) are part of our Entrepreneurs in Residence (EiRs) and Visiting Industrial Fellows (VIFs) scheme.

The Entrepreneurs in Residence (EiR) scheme engages individuals with the background, experience and enthusiasm to deliver entrepreneurial and related insights and support work for our students, staff and stakeholders.

Entrepreneurs in Residence (EiRs) are part of a network that aims to provide learners and staff at OBBS and across the University with rapid access to a broad and deep base of knowledge, experience and contacts. Specifically, they will be providing insight into the challenges of creating and growing a business, and how an entrepreneurially-minded individual can succeed.

A significant number of our Entrepreneurs in Residence have substantial track records in setting up and leading organisations focused on the creation of social and environmental value.

Fran Salussolia

Fran is an award-winning business leader, founder of Goal 17, an award-winning social enterprise, and the ground-breaking tech start-up Wowment Ltd who are using Machine Learning and AI to evaluate the societal impact of mentoring. In 2019 Fran was named Global Woman's Number 1 Female Business Influencer. She chairs a supervisory board to the UK Government to progress Women in Enterprise.

Goal 17 - Our Social Mission

At Goal 17, we exist to create a fairer, more inclusive society by connecting people through safe, meaningful, and transformative volunteering.

We design and deliver high-impact mentoring and volunteering programmes that support disadvantaged young people—particularly care leavers and those facing systemic barriers—to build confidence, resilience, and brighter futures.

<https://www.goal17.global/aboutus>

Continue telling your story

PRME Chapter UK and Ireland Student Writing Competition

Oxford Brookes Business School (OBBS) runs a student writing competition for the whole of the UK and Ireland on behalf of the PRME Chapter UK and Ireland. 2024-25 saw the 9th annual competition and below is a press release celebrating the winners, the participating schools and the panels of PRME member judges recruited by OBBS.

PRME Chapter UK and Ireland

Responsible Business and Management Student Writing Competition 2024/25

9th Annual Competition

Announcement of Prize-Winners and Finalists

30 April 2025

Please join us in celebrating another year of student research, writing and creativity!

The PRME Chapter UK and Ireland and Oxford Brookes University are delighted to announce the winners of the **9th Responsible Business and Management Student Writing Competition**. Announcing the 2025 outcome, Dr Jonathan Louw, Oxford Brookes competition organiser, has highlighted “how difficult a job the judges have had this year in the context of so many insightful and intellectually challenging contributions, many also demonstrating deep personal commitment to ethical and sustainable organisational practices”. The Chapter would also like to take this opportunity to applaud

the role of the many academics who have taught, inspired and encouraged all the students whose work was entered in the competition. The competition helps to build the profile of PRME and the SDGs within our members' institutions, and beyond, and the recognition it offers can be used to prompt deeper and wider engagement in PRME-related teaching and research. As always, the organisers would also like to underline the value of the critical, independent insights and the hard work of the 11 judges from 8 universities (listed below) whose freely given time enables this competition to thrive.

This year demonstrated an especially diverse and high-quality set of entries in the **Alternative Media (AM) category**, open to both undergraduate and postgraduate students. The first prize-winner is **Charlie Bentley of the University of the Arts London** for his digital sketchbook and reflective commentary on the theme of how emerging technologies might be utilised to offer individuals with motor-physical difficulties better accessibility to clothing and personal style. **Dr Xinwu He, Chair of the AM panel**, notes "This is a commendable, impactful, and thoughtfully executed project. Applying the Stanford Design Thinking Process, the digital sketchbook and reflective commentary provide substantial evidence of dedicated effort and the work clearly aligns with SDG 10 (Reduced Inequalities)". The second prize is shared by **Josephine Ng (University of the West of England)** and **Letycia Thedrica (University of the Arts London)**. Josephine's entry combined a video, artwork and written reflection on the subject of climate change. Letycia's submission consisted of an infographic-rich, pitchdeck-based video presentation on the topic of sustainable supply chain management at street fashion brand Weekday. Recipient of the third prize is **Alexandra Mernagh (University of Birmingham)** for a blog on the topic: How to honour women and the planet - sustainable ways to celebrate International Women's Day.

University of Durham students often shine in the **Undergraduate (UG) essay category** and particular congratulations to them this year as they have scooped all three of the top prizes. The first prize is awarded to **Harry Hare** for his exploration of the corporate challenges of applying AI for good. **Co-Chairs of the UG Panel, Angie Lench and Dr Mohamed Saeudy**, praised his "conceptually rich and ethically powerful essay that interrogates the opportunities and dangers of AI through a deeply responsible management lens, demonstrating philosophical literacy and the ability to connect abstract theory with pressing global realities". The second prize is won by **Amy Burwood** for an essay entitled: Redefining Flexibility: a Path Toward Social, Economic and Environmental Sustainability. Completing the Durham hat trick, **Scarlotte Mok** wins the third prize for a further evaluation of the potential for good of AI within a UN SDG framing.

The UG Panel Co-Chairs have also reflected on this year's overall UG results (prize winners and the wider set of finalists - for the latter, see below) in the context of what appears to be a consistently strong performance in recent years from University of Durham and Oxford Brookes University students. They raise interesting questions, commenting that this performance "may reflect not only individual talent but also the result of sustained institutional support for embedding sustainability and PRME principles in teaching and assessment design, as well as real world application and entrant

mentorship – all factors that can make a tangible difference in a competition like this. Exploring these success factors more fully would be a worthy topic for PRME Chapter attention". For the record, neither university has been represented on this year's or recent years' UG judging panels.

In the **Postgraduate (PG) essay category** the judging panel have once again been treated to a rich variety of submissions. These have included ethical critiques of individual companies, sustainable marketing campaign evaluations, a number of circular economy investigations and explorations of responsible leadership and organisational behaviour themes. The winner of the first prize in the postgraduate essay category is **Anael Espinosa Rodriguez of the University of Glasgow** for an assessment of the deforestation impact of the Tren Maya Project in Mexico. Commenting on Anael's submission, **Dr Stuart McClure, PG Panel Chair**, commended "a highly impressive and analytically rigorous piece of postgraduate work that demonstrates an excellent command of environmental economics, sustainability policy, and quantitative research methodology. It makes a valuable and timely contribution to the PRME competition by addressing the environmental costs of infrastructure-led development through a case study with real-world consequences." Second prize winner in this category is **Rhythanya Pandian (University of the Arts London)** for a critical evaluation of the design management principles applied at the fashion company Ted Baker. The third prize is awarded to **James Webb (University of Westminster)** for an essay exploring collaboration, cooperation and Green Supply Chains.

For further information

This 9th annual competition received 107 entries from the 27 institutions listed in the table below. Any enquiries about the results can be directed to Dr Jonathan Louw at prme@brookes.ac.uk

Prize-winners' and finalists' work will be published on the Chapter website in due course. Prize-winners and finalists will be contacted individually during the second week of May about their prizes and/or certificates. Please copy any local publicity about the prize-winners to the Chapter's [Linkedin page](#). For more information about the PRME Chapter UK and Ireland see: <https://www.unprme.org.uk/>

FULL PRIZE-WINNER AND FINALIST LIST

Hyperlinked names indicate where individuals have given permission to publish their work on this website. Click to access.

Alternative Media Category

First Prize (£500) [Charlie Bentley, University of the Arts London](#)

Second Prize (£300- shared) [Josephine Ng, University of the West of England](#) and [Letycia Thedrica, University of the Arts London](#)

Third Prize (£100) [Alexandra Mernagh, University of Birmingham](#)

Other Alternative Media Finalists (in alphabetical order)

Katerina Christodolou (University of Birmingham), [Hannah Cruddace](#) (University of the West of England), Lucy Grubb (University of the West of England), Imogen Kendall (University of Birmingham), [Amelia Newman](#) (University of Birmingham), [Isaac Rashid](#) (Sheffield Hallam University)

Undergraduate Category

First Prize (£500) [Harry Hare](#), University of Durham

Second Prize (£300) [Amy Burwood](#), University of Durham

Third Prize (£100) [Scarlotte Mok](#), University of Durham

Other Undergraduate Finalists (in alphabetical order)

Faridah Adebambo Ogun (University of Durham), [Ziyodulla Abdullaev](#) (University of Northumbria), Max Drew (Oxford Brookes University), Elizabeth Fleetwood (Oxford Brookes University), [Allegra Hutchings](#) (University of Durham), Syed Islam (University of Durham), Harriette Lilburn (University of Durham), Ginevra Moneti (Oxford Brookes University), Miranda Peredo (Oxford Brookes University), Emily Vaughan (Oxford Brookes University), Jack Wells (University of Durham)

Postgraduate Category

First Prize (£500) [Anael Espinosa Rodriguez](#), University of Glasgow

Second Prize (£300) [Rhythanya Pandian](#), University of the Arts London

Third Prize (£100) [James Webb](#), University of Westminster

Other Postgraduate Finalists (in alphabetical order)

[Tamara Malazonia](#) (University of Bath), [Rosie Prentice](#) (University of Bath)

PARTICIPATING INSTITUTIONS

Bath Spa University
De Montfort University
King's College London
Oxford Brookes University
Queen Mary University of London
Robert Gordon University
Sheffield Hallam University
Ulster University
University College Dublin
University of the Arts London
University of Bath
University of Bedfordshire
University of Birmingham
University of Durham
University of Exeter
University of Glasgow

University of Leicester
University of Northumbria
University of Nottingham
University of Plymouth
University of Salford
University of Sheffield
University of South Wales
University of Sunderland
University of the West of England
University of Westminster
University of Winchester

Prize-winners and finalists this year were drawn from 10 of the above 27 institutions.

JUDGING PANELS

The Chapter thanks and commends the efforts of the following volunteer judging panel members:

Dr Anjana Basnet University of Salford
Dr Gyuzel Gadelshina University of Northumbria
Dr Xinwu He Queens University Belfast (Alternative Media Panel Chair)
Dr Amir Keshtiban York St John University
Angie Lench University of the Arts, London (retired) (UG Panel 1 Chair)
Dr Romas Malevicius King's College London
Dr Stuart McClure Queen's University Belfast (PG Panel Chair)
Dr Mohamed Saeudy University of Bedfordshire (UG Panel 2 Chair)
Dr Pallavi Singh Sheffield Hallam University
Dr Laura Steele Queen's University Belfast
Dr Jo Watts Sheffield Hallam University

The UG, PG and AM panels work independently, reporting to the organisers at Oxford Brookes.

Links to the professional profiles of the panel members can be found [here](#).

Anyone interested in joining a panel next year should contact Jonathan Louw (prme@brookes.ac.uk)
JL/OBU/30.4.25



Practice

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

How We Define Practice

We seek to place ethical and sustainability concerns at the heart of individual and organisational decision-making, and to adopt responsible management practices in the operation of the School

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Water
- ❖ Zero-waste guides
- ❖ AI use guide

Policy Documents Related to RME and/or Sustainability

Access-and-Participation-Plan-2020-25

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

Oxford Brookes IDEAS model summary

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

Practice Awards

In 2025, Oxford Brookes Business School received 4 awards for responsible and/or sustainable practices.

People and Planet University Rankings 2024-25

Granter: People and Planet University Rankings 2024-25

Grantee: Oxford Brookes University

Award Description:

People & Planet is a student network running co-ordinated campaigns against oppression and injustice. It covers most UK universities, providing support for local student campaign groups to organise through resources, events, training and comms. Working together in solidarity with those on the front lines it seeks to change university, corporate, government and international policies. People & Planet's University League (see link below) is the only comprehensive and independent league table of UK universities ranked by environmental and ethical performance. It is compiled annually by the UK's largest student campaigning network, People & Planet. In 2023-24 Oxford Brookes ranked 53rd out of 150 higher education institutions in the UK. This put OBU in the Upper Second class category, the second highest out of four grade categories. In 2024-25 Oxford Brookes ranked 22nd out of 150 ie the First Class category, providing external verification of the institution's enhanced environmental and ethical practices.

BREEAM building standards award

Granter: BREEAM

Grantee: Oxford Brookes University

Award Description:

Confirmation of environmental standards achieved in the construction of a campus building.

Fairtrade University Award 2026 -28

Granter: Fairtrade Foundation and SOS UK

Grantee: Oxford Brookes University

Award Description:

Confirmation of fair trade and ethical practices in university procurement in the areas covered by the award criteria

Ecocampus Award (Silver Level)

Granter: EcoCampus

Grantee: Oxford Brookes University

Award Description:

An ISO 14001 audit was conducted at Oxford Brookes University's Headington Campus on Friday 8th August 2025, with a focus on the Silver Phase of the EcoCampus scheme. The audit examined the university's compliance register, environmental aspects, environmental objectives, specific activities and environmental policy. A silver level award was recommended.



Share

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



How We Define Share

We seek to go beyond regulatory requirements in reporting on our progress towards our objectives regarding sustainability and responsibility, to share this progress with key stakeholders, and to reflect and work together to move ever forward.

Engagement Opportunities

Oxford Brookes 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
- ❖ 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

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

- ❖ Accreditation bodies
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Government and policy makers
- ❖ Research and academic networks

Sharing Voices

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

Navigating Hybrid Work

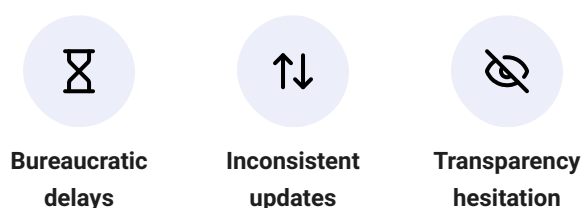
Dr Sylwia Ciuk and Dr Kay Galpin have drawn on their British Academy funded project, Navigating Hybrid Work, to develop a freely accessible online resource hub at www.navigatinghybridwork.com, designed to support four distinct stakeholder groups. The project involved in-depth qualitative research with young recent graduates across the UK, generating rich evidence on how they experience belonging, connection, skill development and support in hybrid environments.

Building on this evidence base and on the BOND framework developed from the findings, the team has produced a suite of practical resources: a toolkit for employers offering structured, actionable guidance organised around the key stages of the graduate employee lifecycle; a dedicated toolkit for line managers featuring reflective questions to help them audit and develop their hybrid management practice; accessible advice sections for young hybrid workers to help them navigate hybrid environments, build skills and advocate for their own needs; and evidence-informed resources for policymakers linking hybrid working to broader concerns around graduate employment and workforce wellbeing. Together, these resources translate complex research findings into formats that are directly usable by practitioners, managers and individuals, extending the societal reach of the project and contributing to more equitable, inclusive and effective hybrid working cultures.



Communication Barriers

Oxford Brookes Business School faces the following barriers in transparent communications:



Continue telling your story

PRME UK and Ireland Careers and Sustainability Working Group

The **PRME UK and Ireland Careers and Sustainability Working Group** was set up by academics from Oxford Brookes Business School in 2023. The aim is to aid collaboration between the many Chapter members interested in the intersection of work on sustainability, careers, employability and the rapidly evolving green jobs sector. The working group is equally interested in teaching and learning, research and employer engagement. During 2024-25 the group gained significant momentum, featuring two collaborative research projects and an active webinar programme. The WG mailing list grew to include some 180 academics and careers professionals..

Examples of webinars in 2024-25

Charly Cox of Climate Change Coaches: Equipping students as leaders with soft skills for sustainability (FEBRUARY 2025).

[\(This presentation was based on a a research project by Oxford Brookes Business School in partnership with Climate Change Coaches\)](#)

[Recording link Presentation slides](#)

Shaun Walden - Head of ESG UK & Europe DLA Piper Business Advisory : Sustainability Skills and AI (MARCH 2025)

[Recording link Presentation Slides](#)

Sarah Webster - (previously Diageo and Britvic): The Sustainability Skill Set - Every job is a sustainable business role (APRIL 2025)

[Recording link Presentation Slides](#)

SIGNATORY

Oxford Brookes Business School



Address

Oxford Brookes Business School, Headington, OX3 0BP
United Kingdom



Website

<https://www.brookes.ac.uk/business/>