

2025 Sharing Information on Progress **(SIP) Report**

University of Derby

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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 your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Mission

1.1 College of Business, Law & Social Sciences Mission

Subjects

- Responsible Management Education
- Sustainable Development
- Corporate Social Responsibility (CSR)
- Business Administration
- Business Law
- Ethical Leadership
- Finance
- Sustainable Supply Chain Management
- Social Entrepreneurship
- Accounting
- Entrepreneurship

Provide supporting context

The College of Business, Law & Social Sciences aligns with the University of Derby's Purpose of being '*An Applied university of today and for tomorrow*', where everything we do is driven by delivering excellence and opportunities for our staff, students and region. There are 4 pillars to support that purpose '1) Moulding the next generation of game-changers'; 2) Being a force for positive impact; 3) Opening doors for everyone, and 4) Leading the way in impact from industry engagement. As a college, we implement that purpose through the following mission: '*To be at the forefront of creating a sustainable future through delivering applied learning and research*'. In support of this mission, Education for Sustainable Development (ESD) and Principles of Responsible Management Education (PRME) are embedded as core standards within our curriculum and research. After an 18month college-wide staff consultation culminating in June 2024, we developed a CBLSS Sustainable Futures strategic plan which outlines our mission, vision, values and objectives. Please see attached.

2. Strategy Alignment

2.1 Strategic Embedding of RME

Subjects

- Corporate Social Responsibility (CSR)

- Responsible Management Education
- Sustainable Development

Provide supporting context

Overall, the University's purpose aligns with RME given its future-facing purpose and its supporting pillars and values. The College of Business, Law & Social Sciences aligns with the University of Derby's Purpose of being '*An Applied university of today and for tomorrow*', where everything we do is driven by delivering excellence and opportunities for our staff, students and region. There are 4 pillars to support that purpose '1) Moulding the next generation of game-changers'; 2) Being a force for positive impact; 3) Opening doors for everyone, and 4) Leading the way in impact from industry engagement.

As a college, we implement that purpose through the following mission: '*To be at the forefront of creating a sustainable future through delivering applied learning and research*'. Therefore, our College mission reflects our commitment to Education for Sustainable Development (ESD) and Principles of Responsible Management Education (PRME) which are now embedded as core standards within our curriculum and research. In line with the University's Learning & Teaching Assessment Framework (LTAF) and Curriculum Design Principles, a College-level curriculum audit review was carried out in 2023-2024 across all schools (Derby Business School, Law & Social Sciences). The aim of this large-scale review is to ensure the linkage to ESD/RME becomes clearly visible in the programme and module document and teaching approach.

The audit covers a range of areas included five standards related to ESD as follows:

SDE1: Sustainable Development embedded in assessment and marking feedback

SDE2: Carbon Literacy certification in curricula with certified teaching staff

SDE3: The programme will have learning outcomes related to sustainable development. The eight UNESCO key competencies are aligned as PLOs

SDE 4: Each programme will include formal mapping of relevant SDGs in the module specification

SDE5: A programme assessment strategy is employed utilising a range of assessment methods, allowing students to display their learning and use previous feedback.

Sustainability and responsible management education is steadily being systematically embedded across the full College curriculum. Sustainability and responsible management are strongly embedded across all the College disciplines (Accounting, Finance & Economics, Marketing & Operations, Business Management, Policing, Law & Social Sciences, Contemporary Tourism & Hospitality). In terms of degree programmes, based on modules with specifically articulated RME learning outcomes, there are over twenty four degree programmes that embed RME (13 undergraduate and 11 post-graduate spanning all College disciplines - see module and programme list attached) that have got RME explicitly in the module/programme documentation.

In addition, there is informal curriculum such as Enactus Derby, which is a student-led social enterprise which with the support of Enactus UK and the University, creates social projects related to the UN SDGs. Enactus is an international organisation promoting student entrepreneurial action aimed at social and environmental impact aligned to the UN SDGs.

3. Graduates

939

4. Degrees Offered

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



Purpose

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

5. Letter of Commitment

5.1 Commitment to PRME 2025 Letter

Upload or select a document

PRME Commitment Letter 2025

View document  Download document 



Values

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



6. RME Lead

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



Teach

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

7. Courses

7.1 The Case for Sustainable & Ethical Business

Course code

7ZZ502

Department

- Business Management & HRM

The duration of my course is:

- 12 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- Legal and Regulatory Environment in Business
- Decision-Making Models and Techniques
- Cross-Functional Business Strategy
- Risk Assessment and Business Strategy
- Corporate Strategy and Economic Trends
- Economic Development and Growth Strategies
- Economics of Climate Change and Sustainability

- Global Business Ethics and Corporate Social Responsibility
- International Corporate Social Responsibility (CSR) and ESG
- Sustainable Development in Global Business

My course implements the following pedagogies:

- ESD (Head-Hands-Heart)

Course Description

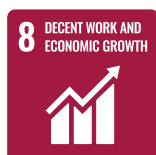
This module opens up the critical reasons for transitioning towards sustainable, ethical and socially responsible business. It brings together a holistic picture of the context, drivers and trends behind this global transition. It explores the consequences of historic developments and how these have impacted on today's economic, environmental and social landscape. Using group work and collaborative learning strategies, the module will critically evaluate the case for sustainable, ethical and socially responsible business in the face of this trajectory and what this calls for in terms of repositioning of business practice, individually, organisationally and globally. It defines the concepts and origins of sustainability and the importance of embedding sustainability, ethics and social responsibility at the heart of business. It explores the criticisms, barriers and inhibitors facing responsible businesses as well as emerging trends that showcase the opportunities and beneficial aspects. It examines the critical role business plays in the transition to a global sustainable economy and the securing of global goals as set out in the 2030 Agenda, the UN Sustainable Development Goals (SDGs), the UN Global Compact Initiative and Paris Agreement (2015) amongst others. The module introduces all of the SDGs in this context. It also explores the personal and professional changes this transition calls for and supports sustainability competency development including systems thinking, strategic, anticipatory, self-awareness and normative competencies, as well as critical thinking and collaborative working skills in this context.

Tell us about the impact you're making on your students

There are two course assignments; the first is a collaborative group presentation which highlights key global megatrends and how these are impacting on the learner's sector or case study organisation. This helps the learners to understand the critical reasons for responsible business and develops their UNESCO systems thinking, strategic and anticipatory competences. Moreover, it gives them currency with what is happening in the world today and promotes them to take individual and collective agency. The second course work is a reflective portfolio which includes Carbon Literacy certification combined with a reflective assignment which helps students reflect on their mindset, values, personal and professional position in relation to sustainability. The CL certification which is part of our Carbon Literacy Educator accreditation promotes individual and group action. Examples of action includes students becoming CL trainers, delivering CL into their own organisations, planting trees in their communities, etc. To support this deeper reflection, the students are asked to create an 'artifact' which can be artwork, poetry, personal manifesto, video, song. Anything that helps

them express what their values are in relation to Earth, others and future generations. This helps to build a sustainability mindset, which is a framework we use throughout, and to build individual agency and sense of world citizenship. It also builds on the 'Thinking, Being & Doing' ESD pedagogic approach which engages more of the whole person learning. It also develops the UNESCO competencies of systems-thinking, self-awareness, critical and normative competencies.

Relevant SDGs addressed through the course



7.2 Sustainable Workforce & Wellbeing

Course code

7SZ500

Department

- Human Resource Management

The duration of my course is:

- 12 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making

- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs
- Scaffolded to support learning progression throughout the course

My course touches on the following concepts:

- Strategic Human Resource Management
- Wellness Programs and Employee Assistance
- Workforce Planning and Future of Work

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Critical Pedagogy
- Experiential Learning
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

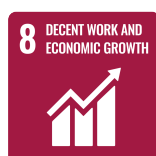
This module commences with a conceptual overview of how sustainable workforce wellbeing relates to corporate social responsibility (CSR) or responsible management practice. It then addresses developments in and the case for workforce wellbeing inclusive of human capital reporting, sustainability, and wider societal benefits in reducing social/health inequality. Associated evidence can be used for pitching investment in sustainable workforce wellbeing to executive levels. The middle part of the module then addresses CSR and multilevel wellbeing and determinants aligning to responsible management practices, Evidence-based tools and for assessing wellbeing and CSR credentials and designing interventions including their embedding into and organisations overall strategy are considered. The final part of the module has a future-proofing focus, exploring: the dark-side of wellbeing and workforce management, including modern slavery and fair wage issues. It also accommodates the health challenges associated with an ageing workforce and managing workforce wellbeing in more precarious or transient working arrangements. The module addresses the UN's Global Compact's and Sustainable Development Goals SDG3, SDG8, SDG10 and SDG16. It also looks at personal and professional development requirements including self-awareness, normative, strategic,

collaborative, critical thinking and overall integrated problem-solving competencies useful in this context. The co-creation principles underpinning module delivery provides learners with pragmatic solutions to apply within organisations and/or their career development.

Tell us about the impact you're making on your students

The primary impact on students is realised through the alignment of the curriculum with the Sustainable Development Goals (SDGs), particularly, SDG 3, 8, 10 and 16. Further, the module adopts the 'Thinking, Being & Doing' ESD pedagogy approach and integrates the UNESCO sustainability competencies of strategic action, systems thinking, integrated problem solving, normative and anticipatory competencies. Students undertake one assessment for this module, which requires them to Individually create a digital presentation that critically evaluates approaches to integrating wellbeing management, as a component of corporate social responsibility (CSR), into an organisation. The presentation examines strategies to embed CSR through wellbeing management within organisational culture and management systems. Further, the assessment requires students to critically analyse CSR and wellbeing interventions and their impact on a range of stakeholders. The presentation provides evidence-based justification for and reflection on, the approaches and wellbeing activities. It also includes evidence of recommended methods of motivating engagement, evaluation, reporting, and sustaining improvements. Via the module delivery and assessment, students understand the motivations and benefits of sustainable and ethical business practices related to the workforce. This module also has impact on students in developing their critical thinking, communication, creative problem solving, self-direction, digital skills, adaptability, and leadership and future thinking.

Relevant SDGs addressed through the course



7.3 Ethics and Sustainability

Course code

6MK511

Department

- Marketing

The duration of my course is:

- 12 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies

My course touches on the following concepts:

- Sustainable and Cause-Related Marketing
- Corporate Social Responsibility
- Ethical Decision Making

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Constructivist Pedagogy
- Competency-Based Education (CBE)
- Critical Pedagogy
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This module aims to provide students with knowledge of ethical issues involving business, in particular it is concerned with the implications for marketing. Organisations are becoming more recognised for having ethical business practices in place and consumers are scrutinising organisations, products and services more for their ethical considerations. Organisations which have been seen to be using unethical approaches towards their workers, the environment, their customers and other communities have been criticised by the media and subsequently found customers going to competitors or seeking alternatives instead. The module aims to develop students' capacity to critically engage with issues such as environmentalism and sustainable development, consumerism and Corporate Social Responsibility (CSR). Ultimately, the aim of the module is to enable students to recognise and reflect upon complex ethical problems with a view to enhancing their analytical and decision-making skills. As part of the wider issues connected to ethics and sustainability in business, consideration of the positive and negative impacts on communities is important. With the advancement in technology, logistics and communications, many organisations are becoming global. As a result the impact from organisations upon their community is no longer just those in the local area as global communities become 'local' as well. Students' assessment is coursework-based, designed to enable them to demonstrate their ability to approach a community challenge as a marketer and business manager. The assessment methods used on this module will also help them to develop key skills, for example critical analysis, business report writing, presentation and strategic marketing skills.

Tell us about the impact you're making on your students

There are two course works; the first is a more creative piece of communication (Infographic) designed to be for Business Leaders within a chosen industry to encourage them to become more ethical/sustainable. The Infographic requires students to pick a contemporary topic of their choice and to complete extensive research on the topic based on the Past, Present and potential Future of the issue, linked to the chosen industry. Details and research students present should be designed in an engaging way with a balance to visuals and information so that business leaders feel informed and inspired to take action in this area of focus. The second coursework (Report) complements the infographic and informs the business leaders of the need to complete extensive stakeholder analysis when implementing these changes and to use a suggested ethics/sustainability strategy to achieve a successful change to the organisation and some form of competitive advantage. Students need to be aware of the impacts from these changes to the UN SDG's, the importance of understanding and managing stakeholders and they develop critical evaluation skills through the selection of suitable strategies.

Relevant SDGs addressed through the course



7.4 Current Scenarios, Future Directions

Course code

4SZ506

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Sustainable Tourism and Hospitality

My course implements the following pedagogies:

- Active Learning

- Collaborative Learning
- Constructivist Pedagogy
- Critical Pedagogy
- Flipped Classroom
- Problem-Based Learning (PBL)
- Student-Centered Learning

Course Description

This first-year undergraduate module explores contemporary issues shaping the global tourism, hospitality, and events (THE) industries, with a strong emphasis on sustainability, innovation, and future thinking. Delivered through a dynamic blend of lectures, tutorials, group debates, and independent research, the module encourages students to critically evaluate how social, economic, and environmental challenges impact industry growth and transformation. The course is structured to build core academic and professional competencies, such as critical thinking, adaptability, digital fluency, and creative problem-solving. Students are introduced to key theoretical frameworks and real-world case studies to understand shifting patterns in supply and demand, sustainability practices, market segmentation, and consumer behaviour. Topics range from post-pandemic recovery and socio-cultural impacts to economic determinants, ethical consumption, and emerging niche markets. Central to the module is the development of a flipped classroom assessment, in which students design and deliver an interactive session addressing a significant contemporary issue in the visitor economy. This assessment encourages ownership of learning, collaboration, and the application of theory to practice, supported by formative workshops and regular feedback sessions. Sustainability is embedded throughout the curriculum, with direct links to the United Nations Sustainable Development Goals (SDG 11: Sustainable Cities and Communities and SDG 12: Responsible Consumption and Production). Students are guided to reflect on their responsibilities as future professionals and how they can contribute to a more sustainable and ethical industry. Delivery is primarily in-person, with weekly lectures providing foundational knowledge and tutorials offering interactive, discussion-based learning. Asynchronous activities, including online research tasks, reflective journals, and digital resource engagement, further enhance the learning experience. Students are encouraged to actively participate in debates, scenario planning, and problem-solving exercises, fostering a graduate mindset from the outset of their academic journey. Ultimately, this module not only enhances students' understanding of the current landscape of THE industries but also prepares them to anticipate and shape future directions with a critical, ethical, and solution-focused approach. It lays the foundation for further study while supporting the development of confident, capable, and industry-aware graduates.

Tell us about the impact you're making on your students

As module leader for 4SZ506: Current Scenarios, Future Directions, my primary impact on students is realised through the thoughtful integration of assessment development and strategic alignment with the UN Sustainable Development Goals (SDGs)—particularly SDG 11 (Sustainable Cities and Communities) and SDG 12 (Responsible Consumption and Production), as explicitly outlined in the module handbook. Impact Through Assessment Development The heart of the module is a flipped classroom assessment, which empowers students to design and deliver a session that proposes solutions to an identified economic, environmental, or social challenge within the visitor economy. This form of assessment is not only innovative and engaging, but it also places students in an active learning role—one that simulates industry-facing responsibilities and decision-making. My role in assessment development has been to:

- Design a clear, authentic, and future-facing task that mirrors real-world practice, thus reinforcing the graduate mindset and employability.
- Embed formative checkpoints (e.g., SWAY presentations in week 8) to ensure students are scaffolded and receive developmental feedback in advance of the final summative submission.
- Align academic theory and industry expectations, asking students to utilise credible data sources (like Marketline) and apply critical frameworks from marketing, sustainability, and socio-economic theory. This approach helps demystify assessment for learners by providing context, clarity, and choice. Students are encouraged to personalise their assessments by selecting topics and delivery methods that resonate with their career goals or passions. As a result, they become curators of their own learning rather than passive recipients of content. Moreover, embedding creativity, critical thinking, and digital fluency in the assessment structure reinforces the practical relevance of academic skills, nurturing reflective, capable graduates prepared for a dynamic global workforce.

Connection to the Sustainable Development Goals The link to SDG 11 and SDG 12 is more than a checkbox—it is deeply embedded in the content, structure, and ethos of the module. Students are tasked with investigating sustainability not as a theoretical abstraction but as a tangible, actionable imperative. Every session, from the analysis of post-pandemic economic shifts to the exploration of cultural impacts on sustainability, is designed to:

- Expose students to real-world challenges such as over-tourism, event waste, unsustainable supply chains, and cultural commodification.
- Equip them to propose realistic, context-sensitive solutions in their flipped classroom tasks, often informed by best-practice case studies and supported by local or global sustainability initiatives.
- Encourage cross-sector thinking—drawing on hospitality, events, and tourism examples—to deepen their understanding of how systemic change can occur.

The impact on students here is multifaceted. They develop not only an awareness of sustainability but also a sense of responsibility as future leaders in the visitor economy. For example, sessions on environmental determinants and niche market development push students to think critically about ethical decision-making and legacy creation within their sectors. This directly supports the University of Derby's wider sustainability agenda, while helping students internalise the SDGs as a lens through which to interpret professional practice and innovation. In turn, they begin to reimagine the role of the tourism, hospitality, and events industries not just as economic drivers, but as tools for social progress

and environmental stewardship. Impact on Graduate Skills and Mindset To support the above aims, I have mapped the module explicitly to key graduate skillsets: • Critical thinking • Digital literacy • Creative problem solving • Leadership and future thinking • Adaptability These skills are developed through a blend of synchronous lectures, asynchronous tasks, and immersive group-based learning activities, many of which are designed to mirror the fast-evolving landscape of the post-COVID visitor economy. For instance, our discussions around the "experience economy" and the use of "flow states" in consumer engagement challenge students to reflect on both theoretical models and applied innovations. Each session is thus an opportunity to deepen engagement and connect academic enquiry to professional identity. The flipped classroom model reinforces this by requiring students to step into the role of educator and advocate, curating content, guiding discussions, and defending their ideas. Measurable Impact From past delivery, I have observed a measurable increase in: • Student confidence in public speaking and leadership roles. • The ability to articulate sustainability issues in professional and personal contexts. • Assessment scores, especially among students who actively engage in formative review stages. • Student reflections that show a deeper personal connection to the SDGs and an emerging sense of purpose in their career paths. In conclusion, the combination of thoughtful assessment design, embedded SDG alignment, and focus on graduate attributes has led to a transformative learning experience. The module not only imparts academic knowledge but encourages students to view themselves as agents of change, equipped to influence the future of tourism, hospitality, and events with sustainability, innovation, and ethics at the forefront.

Relevant SDGs addressed through the course



7.5 Developing an Enterprising Mindset

Course code

4GN501

Department

- Entrepreneurship

The duration of my course is:

- 12 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Entrepreneurial Leadership and Mindset
- Social Entrepreneurship and Impact Ventures
- Sustainable Business Startups

My course implements the following pedagogies:

- Active Learning
- Case Method
- Constructivist Pedagogy
- Inquiry-Based Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

Enterprising individuals are necessary within the economy as they create jobs, wealth and value. These individuals do this through applying an enterprising mindset, an individual and unique combination of enterprising behaviours, attributes and skills which can be used in a variety of contexts. For instance, this could be in starting and growing a business (i.e. in a self-employed, entrepreneurial context) or applying to existing organisations, whether large companies, SME's or not-for-profit organisations (i.e. in an employed, intrapreneurial context).

However, an enterprising mindset requires a scaffolded approach in the student journey to support the development of those personal behaviours, attributes and skills to help learners succeed. Being able to apply an enterprising mindset is highly desirable in today's fast moving business environment where reacting to gaps in the market or competitor actions, dealing with uncertainty, being able to make decisions and take action will all extend students' commercial awareness, business acumen and professional development within a given business environment. Therefore, this module is all about developing an enterprising mindset and business acumen, scaffolding personal and professional development and then applying these in a real-life situation. The main topics include: • Your student journey • Scaffolding personal and professional development • Employability vs entrepreneurship • The attributes, behaviours and skills of an enterprising mindset • Types of business formats such as sole trader, partnership, company, community interest group, social enterprise and charity etc • Business finance and start-up support • Attracting external funding using a business plan and/or other methods • Pitching a business idea • Commercial awareness and business acumen The aim of the module to help students understand the relevance and interaction of these elements within a business context, and to develop transferable skills which can be applied in any organisational situation. Strong emphasis is placed upon the demonstration of these skills including personal reflection on learning and professional development.

Tell us about the impact you're making on your students

This is a first-year undergraduate module that is mandatory for all BA (Hons) Business Management students. It is taught via a two-hour lecture and two-hour seminar. Students engage in a range of student-centred activities and are encouraged to engage in social learning via group work and by sharing individual contributions via the online discussion board for the module. Students are encouraged to make constructive comments on each other's work and learn from each other. The module is assessed through two pieces of coursework, namely a group presentation and an individual business plan/proposal. The group presentation uses a case study approach with a focus on the UN SDGs. Students are tasked with identifying the current contributions that a given organisation makes in relation to the UN SDGs and specifically the way in which the organisation currently adds value in relation to People, Planet and Profit. Drawing on their own research and case studies presented in the taught sessions, students are tasked with identifying a potential UN SDG where the organisation could potentially add value and potentially grow the scale of its operations. The impact this has on students, is in terms of their research skills, criticality, application and evaluation and the development of their interpersonal, leadership skills and presentation skills, and knowledge and application of the UN SDGs. All students are required to participate in a 10-minute presentation followed by a five-minute question and answer session. The group activity also helps build a sense of belonging during the module and encourages students to work collaboratively in arriving at research informed recommendations. The second piece of coursework is an individual assessment. Students are required to produce a business plan/proposal for a new

business start-up idea of their choice related to their personal interests and values. Students are encouraged to consider how their business proposition can align with the UN SDGs, thus building on the work covered during the group assessment and during the lectures and seminars. The opportunity to develop their own business proposition provides students with the opportunity to use their enterprising mindset, particularly their creativity, and apply business models covered in the module and other modules such as Marketing and Finance, thus enabling a holistic inter-disciplinary approach. During the process of writing the business plan/proposal, students are required to keep a reflective journal/diary on the development of their enterprising mindset in relation to three key aspects of an enterprising mindset drawing on example of their engagement with various seminar activities to demonstrate the development of their enterprising mindset. Not all students will wish to start their own business, and the module explores opportunities for careers in green jobs and how students can demonstrate their green credentials on their LinkedIn profile and in job applications.

Relevant SDGs addressed through the course



8. Teaching Awards

8.1 Carbon Literate Educator (Bronze)

Award Granter

Carbon Literacy Project

Award Grantee

University of Derby

Description of Award

To become a Bronze Carbon Literate Educator (CLE), c. 110 members of staff from across all disciplines of the College were trained on how to be more carbon efficient. They also made a pledge to take individual and group action to reduce carbon emissions and embed climate education into the College portfolio. By becoming a Bronze Carbon Literate Educator, the University of Derby has demonstrated its commitment to empowering students and staff through Carbon Literacy. This award recognises Derby's role in facilitating a cultural shift towards a positive low-carbon future and builds on the principle of collaborative agency

towards a better, more responsible, sustainable future. The University's College of Business, Law and Social Sciences is already accredited Bronze and Silver as a Carbon Literate Organisation, and now joins the first group of universities to achieve CLE accreditation, a new accreditation specifically designed for educational institutes.

[Award link](#)

9. Fostering Innovation

A lot

10. Experiential Learning

To a great extent

11. Learning Mindset

To a great extent

12. Method of Teaching and Learning

Hybrid



Research

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

13. 2024 Publications

190

14. 2024 Publications on Sustainable Development and/or RME

170

15. Research Funding

- Institution Specific
- Local
- Regional
- National
- International

16. Socializing Research

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



Partner

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

17. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- EFMD (European Foundation for Management Development)
- Quacquarelli Symonds (QS)
- Times Higher Education (THE)

18. Student Partners

- Enactus
- PRME Global Students



Practice

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

19. RME Practices

- Accreditation body recommendation documents
- Buildings/real estate
- Campus operations guides
- Carbon reduction or offset commitments
- Climate action plan
- Curriculum guidelines

20. RME Policies

20.1 UoD Environmental Sustainability Strategy

Upload or select a document

Environmental and Sustainability Strategy
2024

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

20.2 UoD Learning & Teaching Assessment Framework - ESD

Upload or select a document

91421 Learning Teaching & Assessment
Framework Programme External (1)

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

21. Practice Awards

21.1 Carbon Literate Educator (Bronze)

Award Granter

Carbon Literacy Project

Award Grantee

University of Derby

Description of Award

To become a Bronze Carbon Literate Educator (CLE), c. 110 members of staff from across all disciplines of the College were trained on how to be more carbon efficient. They also made a pledge to take individual and group action to reduce carbon emissions and embed climate education into the College portfolio. By becoming a Bronze Carbon Literate Educator, the University of Derby has demonstrated its commitment to empowering students and staff through Carbon Literacy. This award recognises Derby's role in facilitating a cultural shift towards a positive low-carbon future and builds on the principle of collaborative agency towards a better, more responsible, sustainable future. The University's College of Business, Law and Social Sciences is already accredited Bronze and Silver as a Carbon Literate Organisation, and now joins the first group of universities to achieve CLE accreditation, a new accreditation specifically designed for educational institutes.

[Award link](#)



Share

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



22. Transparent Engagement

- Boards and advisory committees
- Annual reports
- Community events and consultation forums
- Partnerships with local organizations

23. Audiences

- Accreditation bodies
- Boards and advisory committees
- Faculty and staff

SIGNATORY

University of Derby



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United Kingdom



Website

<https://www.derby.ac.uk/blss/>