PRME

*an initiative of the
United Nations Global Compact*

2025 Sharing Information on Progress (SIP) Report

Swansea University School of Management

PRME

*an initiative of the
United Nations Global Compact*

September 2025

Table of Contents

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 Swansea University School of Management - Mission, Vision, Strategy and Purpose

Subjects

- Business Administration
- Responsible Management Education
- Corporate Social Responsibility (CSR)
- Sustainable Development
- Ethical Leadership

Provide supporting context

The following narrative outlines the vision, mission, strategy and core purpose of Swansea University School of Management. For additional detail please view the objects below:

- Swansea University School of Management Strategy 2021-2027
- Swansea University Strategic Vision and Purpose

Mission, Vision, Strategy and Purpose

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Vision

The vision of Swansea University is as follows:

"We are, and will continue to be, a principled, purposeful and resilient University that balances excellent teaching with world-leading research and innovation in an open environment which enables our students and colleagues to excel. While we are valued globally as a trusted partner, we are deeply committed to our region and are proud to be a University for Wales."

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Strategy and Purpose

The School of Management strategy is guided by the five pillars of Swansea University:

- Pillar One: Our civic mission
- Pillar Two: Our student experience
- Pillar Three: Learning and teaching
- Pillar Four: Research
- Pillar Five: Enterprise

The values that underpin each of these pillars are articulated through four Swansea University commitments, established by the University strategy.

- Commitment One: Social and environmental responsibility
- Commitment Two: Striving for excellence
- Commitment Three: Making a difference
- Commitment Four: Maintaining a global outlook

Swansea University Commitments and Pillars

The School of Management Strategy 2021-2027 focuses on five core areas (pillars) of business and six strategic priorities (below). These were established in consultation with colleagues and in alignment with the five pillars and four commitments of Swansea University. They are mutually dependent to varying degrees and taken together could be said to describe our core purpose.

- Priority One: A Sustainable School of Management
- Priority Two: Collaboration and Partnerships
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- Priority Four: A Research Strategy for Impact and Growth
- Priority Five: International Diversification
- Priority Six: Reputation, Recognition and Accreditations

School of Management Strategic Priorities 2021-2027

The strategy is designed to build on prior achievements and to continue to improve our response to grand societal challenges. We believe that the core areas above offer strong support for integration of the Principles of Responsible Management Education (UN PRME) into our strategy, as evident with our number one priority of being 'A Sustainable School of Management'.

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- Ethical Leadership
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2. Vision

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2.2 Swansea University School of Management Vision

Subjects

- Sustainable Development
- Business Administration
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Ethical Leadership
- Responsible Management Education

Provide supporting context

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3. Strategy

3.1 Swansea University School of Management Strategy 2021-2027

Upload or select a document

Swansea University - School of Management Strategy 2021-2027   View document ⧉   Download document ⤓

3.2 Swansea University School of Management - Mission, Vision, Strategy and Purpose

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4. Strategy Alignment

4.1 Swansea University School of Management - Mission, Vision, Strategy and Purpose

Subjects

- Business Administration
- Responsible Management Education
- Corporate Social Responsibility (CSR)
- Sustainable Development
- Ethical Leadership

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5. Institutional History

5.1 Swansea University School of Managment Institutional History Leading to RME

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Swansea University School of Managment Institutional History Leading to RME   View document 🔗   Download document ⬇

6. Graduates

3874

7. Degrees Offered

- Doctor of Business Administration (D.B.A.)
- Doctor of Philosophy (Ph.D.)
- Bachelor of Science (B.Sc. or B.S.)
- Bachelor of Arts (B.A.)
- Bachelor of Engineering (B.Eng.)
- Master of Science (M.Sc. or M.S.)
- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Master of Engineering (M.Eng.)
- Master of Education (M.Ed.)
- Doctor of Education (Ed.D.)
- Doctor of Engineering (D.Eng.)

8. Faculty & Staff at the University

25082

9. Faculty & Staff at the Institution

3407

10. Student Enrollment at the University

25082

11. Total Student Enrollment at the Institution

25082

12. Undergraduate Student Enrollment at the Institution

17112

13. Graduate Student Enrollment at the Institution

6242

14. Doctoral Student Enrollment at the Institution

1518

15. Certificate, Professional Development, Continuing Education Student Enrollment at the Institution

339

16. Undergraduate Degree Programmes

16.1 BSc Economics

Degree Type

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

Department

- Economics

Degree Programme Subject

- Economics

16.2 BSc Accounting and Finance

Degree Type

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

Department

- School of Management

Degree Programme Subject

  • Accounting and Finance

24

16.3 BSc Business Management (and pathways)

Degree Type

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

Department

  • School of Management

Degree Programme Subject

  • Management

Director Full Name

Dr Sandra Dettmer

17. Masters Degree Programmes

17.1 MSc Management (and pathways)

Degree Type

  • Master of Science (M.Sc. or M.S.)

Department

  • School of Management

Degree Programme Subject

  • Management

Director Full Name

Dr Samantha Buxton

17.2 MSc Business Management (by Research)

Degree Type

  • MSc by Research

Department

  • School of Management

Degree Programme Subject

  • Business Management

Director Full Name

Dr Sian Roderick

17.3 MSc Economics

Degree Type

  • Master of Science (M.Sc. or M.S.)

Department

  • Economics

Degree Programme Subject

  • Economics

17.4 MSc International Accounting and Finance

Degree Type

  • Master of Science (M.Sc. or M.S.)

Department

  • School of Management

Degree Programme Subject

  • International Accounting and Finance

17.5 MSc Advanced Health and Care Management (Value-Based)

Degree Type

  • Master of Science (M.Sc. or M.S.)

Department

  • School of Management

Degree Programme Subject

• Health and Care Management

Director Full Name

Professor Hamish Laing

18. Postgraduate Degree Programmes

18.1 PhD Business Management

Degree Type

• Doctor of Philosophy (Ph.D.)

Department

• Management

Degree Programme Subject

• Business Management

Director Full Name

Dr Sian Roderick

18.2 Doctor of Business Administration (DBA) Business Management

Degree Type

• Doctor of Business Administration (D.B.A.)

Department

• School of Management

Degree Programme Subject

• Business Management

Director Full Name

Professor Nicholas Rich

19. Certificates, Professional Development, or Associate Programmes

19.1 Applied Business Management (Coleg Cambria)

27

Degree Type

• Foundation Degree in Science (FDSc)

Department

• Management

Degree Programme Subject

• Management

Director Full Name

Mr Mark Bell-Davies

Purpose

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

20. Letter of Commitment

20.1 Swansea University School of Management Letter of Commitment - Executive Dean Pro Vice Chancellor of Faculty of Humanities and Social Sciences

Upload or select a document

Letter of Commitment from the Executive Dean Pro-Vice Chancellor of the Faculty 2025   View document 🔗   Download document ⬇

20.2 Swansea University School of Management Letter of Commitment - Dean of School of Management

Upload or select a document

Letter of Commitment from the School of Management Dean 2025   View document 🔗   Download document ⬇

21. Institutional Engagement

76% - 100%

Values

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

22. RME Lead

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

23. Student Awareness

26% - 50%

24. Student Voices

24.1 Student Circular Economy Society

Subjects

- Circular Economy
- Sustainability
- Circular Economy
- Sustainability

Provide supporting context

"As the Student Circular Economy Society have been working on sustainability initiatives such as the library of things, beach cleans, repair cafes and networking with local stakeholders such as Zombie Plastics, The Environment Centre and Repair Cafe Wales. Our aim is to put circular economy principles into practice and make them accessible for everyone to implement".

Emma Kinson (Business Management Student)

Grace Gadsby (Business Management Student)

Morgan Jones (Computer Science Student)

24.2 Student Sustainability Survey 2024

Subjects

- Climate Action
- Sustainability
- Education for Sustainable Development
- Ethics
- Education for Sustainable Development
- Ethics

Provide supporting context

Student Quotations

"*The discussions about ethical dilemmas faced in the workplace were particularly enlightening and have made me more aware of the complexities involved in making ethical decisions in my future career*".

"*The most valuable lesson I learnt was the interconnectedness between environmental, social, and economic factors in business operations*"

"*Understanding how Swansea University manages their CO2 footprint was useful*"

"*The module on climate change and its impact on global economies was incredibly useful, providing a clear link between theory and real-world application*"

24.3 Well-being of Future Generations Act (2015) Hackathon - Student Feedback

Subjects

- Sustainability
- Sustainable Development
- Global Challenges
- Hackathon
- WFGA (2015)

• Global Challenges

• Hackathon

• WFGA (2015)

Provide supporting context

Hackathon Overview

Open to all students from the Faculty of Humanities and Social Sciences (FHSS) at Swansea University, this Hackathon encouraged students to focus on the seven wellbeing goals of the Wellbeing of Future Generations Act (2015) which aligns with the Sustainable Development Goals (SDGs). Wales became the first country to introduce well-being legislation with the WFGA, with public policy based on the foundations of well-being.

The event helped to raise awareness of the WFGA and global challenges, but importantly provided a vehicle through which students can contribute to the agenda of the WFGA (2015), enabling a toolkit of ideas to be developed that could potentially be utilised by the commissioner's office and/or public, private and third sector organisations.

Moving towards 2025-2026, Dr Samantha Burvill, Dr Beth Cummings, Dr Fern Davies and Dr Kate Organ are organising a pan Wales WFGA (2025) Hackathon, whereby a preliminary Hackathon will be hosted in most higher education institutions in Wales during March 2026, followed by a grand final hosted at Swansea University in May 2026.

Overview of Hackathon Feedback

•Feedback was gained from 21/30 students who took part in the hackathon.

•Students rated their overall experience of the hackathon as 4.5/5.

•Only 5 of the 21 students had heard of the WFGA (2015) prior to the event, increasing knowledge and awareness of the act.

•19/21 students identified that their involvement in the hackathon had inspired them to become more involved in sustainable development.

•All students would recommend the event to others.

•Students enjoyed the networking aspects, new skills, collaboration and camaraderie that they developed with a range of stakeholders.

Student Quotes

"Great experience to test team working and presentation skills"

"'A competitive process requiring teamwork and time management skills"

"'It helped me develop skills under pressure and become more confident"

'It was absolutely amazing. Definitely recommend more hackathons"

"The best thing was collaborating with people from different disciplines"

"I loved listening to the other participants, and the idea of mentors was great"

24.4 Students Reflections on Responsible Leadership: Insights from the A4S Internal Case Competition

Subjects

- Accounting
- Circular Economy
- Climate Action
- Education for Sustainable Development
- Corporate Social Responsibility (CSR)
- Environmental Studies

Provide supporting context

Accounting for Sustainability (A4S) overview:

As an anchor business school for the Accounting for Sustainability (A4S) initiative, our institution launched an internal case competition in 2024–2025 focused on corporate decarbonisation and the fair and just climate transition. The competition was led by Dr. Giulia Fantini, alongside colleagues from the School of Management, and engaged students in applying accounting and finance skills to real-world sustainability challenges.

Students worked in teams to:

- Analyse the decarbonisation strategies of companies such as Tata Steel or OLAM.
- Identify key sustainability challenges and propose practical, stakeholder-sensitive solutions.
- Prepare a business case for a CFO, including cost–benefit analysis and ESG recommendations.

The initiative included:

- Two teaching sessions on GHG emissions and transition planning.
- Guest speaker events with Tata Steel and OLAM.
- Feedback rounds to help students refine their proposals.

Impact Highlights:

- 89 students signed up, with strong engagement from Year 3 and Master's students.
- 14 students submitted case studies, representing diverse disciplines including Accounting, Economics, and Engineering.
- The competition led to deeper student understanding of sustainability and inspired curriculum updates.

Student Voices:

"Taking part in the A4S competition helped me understand how accounting can support sustainability goals. I learned how to analyse real companies and make practical recommendations. It boosted my confidence in public speaking and made me more interested in roles related to sustainability and corporate strategy" - BSc Finance student.

"The competition was a real test of my resilience. It gave me practical tools I can use in future roles and helped me connect my interest in decarbonisation with real business challenges" - BSc Accounting and Finance student.

"I improved my teamwork, time management, and conflict resolution skills. I now feel more confident in analysing ESG issues and communicating solutions to senior leaders" - Business Management (Marketing) student.

25. Celebrating Values

25.1 Equity Inclusivity Diversity and Belonging (EDIB) - Coffee and Conversation

Subjects

- Equity
- Diversity
- Inclusion
- Belonging
- Equity
- Diversity
- Inclusion
- Belonging

Provide supporting context

To enhance engagement across the School of Management, the Equity Diversity Inclusivity and Belonging (EDIB) Lead Dr Adila Khan has reintroduced School of Management EDIB coffee mornings. She says:

"We warmly invite both staff and students to join us for coffee and informal conversations around EDIB-related topics. These sessions aim to share our experiences, ideas, and best practices in a relaxed, inclusive setting. We look forward to welcoming you to our 'Coffee and Conversation."

26. Student Engagement

76% - 100%

Teach

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

27. Courses

27.1 EC-2029 Environmental and Resource Economics

Course code

EC-2029

Department

- Economics

The duration of my course is:

- 11 weeks

My course session format is:

- 10 x 2 hour lecture and 1 hour seminar

My course learning outcomes are:

- Understand the development of economic thought and the role that economics plays in environmental use
- Have a fuller understanding of the nature of value and explore some of the key concepts that relate to the environment such as the tragedy of the commons, externalities and inter-generational equity
- Appreciate the importance of economics in the formulation of environmental policy

My course touches on the following concepts:

- Environmental economics
- Sustainable growth
- Resource depletion
- Economic causes of global warming
- Pollution
- Climate change

My course implements the following pedagogies:

- Case Method
- Collaborative Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Student-Centered Learning

Course Description

The module is designed to encourage awareness in the importance of the environment, both as an economic resource and a waste sink. The module will cover such issues as resource depletion and optimal exploitation as well as considering the nature of pollution. Students will be encouraged to develop an understanding to the economic causes of global warming and the latest suggestions on mitigation.

Relevant SDGs addressed through the course
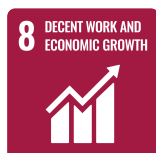
27.2 EC-M569 Developmental Economics

Course code

EC-M569

Department

• Economics

The duration of my course is:

• 11 weeks

My course session format is:

• 10 x 2 hour lecture and 1 hour seminar

My course learning outcomes are:

• Explain and evaluate the development challenges faced by LDCs
• Explain the importance of factors such as factor endowments, technological improvements, poverty and inequality reduction, human capital acquisition, environment protection, the roles of the State, the Market and civil society, international trade and finance, urbanization, and gender balance in the development process of low- and middle-income countries
• Critically analyse existing development policies and contribute to their (re-)design

My course touches on the following concepts:

• Millennium development goals (MDG) and Sustainable Development Goals (SDGs)
• Challenges and obstacles to development by Less Developed Countries (LDCs)
• Theories of economic development
• Evaluation of development strategies

My course implements the following pedagogies:

- Case Method
- Collaborative Learning
- Flipped Classroom

Course Description

This module has been designed to introduce students to the main theories of economic development in order to achieve an understanding of the interdependence of national economies and the specific problems and opportunities facing developing economies particularly with respect to poverty reduction, human capital acquisition, environment protection, the roles of the State, the Market, and civil society, international trade and finance, urbanization, and gender balance, and provide students with tools for the evaluation of development strategies.

Relevant SDGs addressed through the course

All SDGs included

27.3 MN-3517 Corporate Social Responsibility

Course code

MN-3517

Department

- School of Management

The duration of my course is:

- 11 weeks

My course session format is:

- 10 x 2 hour lecture and 1 hour seminar

My course learning outcomes are:

- Have an in-depth understanding of the origins and development of CSR theory
- Be able to critically apply improvement techniques to benefit organisational performance through CSR engagement
- Critically evaluate the benefits/disadvantages of CSR
- Identify the moral and financial imperatives for CSR

My course touches on the following concepts:

- Corporate social responsibility (CSR)
- Ethics
- Business Case
- Creating Shared Value
- Sustainable Development Goals (SDGs)
- Sustainable Development

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Critical Pedagogy
- Flipped Classroom
- Problem-Based Learning (PBL)
- Student-Centered Learning

Course Description

This module provides an overview of the concept of Corporate Social Responsibility (CSR) and the challenges and opportunities associated with managing CSR in a global context. Students engage with a case study organisation throughout the course and guest speakers in roles related to CSR and sustainability. Students also have an opportunity to complete the short carbon literacy course developed by Swansea University in collaboration with Medr.

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

Students leave the course with a greater appreciation of business ethics, CSR, sustainability and a carbon literacy certificate.

Relevant SDGs addressed through the course

27.4 MN-3512 Business Ethics

Course code

MN-3512

Department

- School of Management

The duration of my course is:

- 11 weeks

My course session format is:

- 10 x 2 hour lecture and 1 hour seminar

My course learning outcomes are:

- -Critically examine the role of business and society and how this impacts the study of business ethics.
- Demonstrate understanding of the broader underpinnings of the moral context of business and its relationship with ethics.
- -Understand and analyse various models and theories of business ethics.
- Examine the issues and implications of considering different ethical perspectives.
- Understand the application of ethics to major stakeholder groups such as: employees, customers, suppliers and government.

My course touches on the following concepts:

- Stakeholder Theory
- Corporate social responsibility (CSR)
- Ethical theory
- Ethics
- Ethics in Practice
- Morals
- Emerging Issues
- Business Ethics

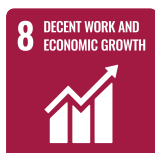**My course implements the following pedagogies:**

- Case Method
- Collaborative Learning
- Critical Pedagogy
- Problem-Based Learning (PBL)

Course Description

This module is concerned with the moral issues associated with business, managerial practices and policy. This module examines the ethics of business from both a theoretical and practical perspective. Typical questions dealt with in the modules are: Who are the stakeholders in an organisation and how far does corporate responsibility extend to them? Can corporations be considered "artificial humans"? What strategies and policies are most effective in order to strengthen the ethical stance of the company: compliance and control versus responsibility and

self regulation? To what extent are corporate values applicable in different cultural circumstances? How would I deal with potential conflict between ethical standards and a corporate requirement to cut cost? This module is concerned with the morality of business and managerial practices and policies and the general area of moral issues in business. It examines this from both a theoretical and practical perspective.

Relevant SDGs addressed through the course

3 GOOD HEALTH AND WELL-BEING	5 GENDER EQUALITY	8 DECENT WORK AND ECONOMIC GROWTH	10 REDUCED INEQUALITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	16 PEACE, JUSTICE AND STRONG INSTITUTIONS

27.5 MN-3516 Marketing Ethics

Course code

MN-3516

Department

  • School of Management

The duration of my course is:

  • 11 weeks

My course session format is:

  • 10 x 2 hour lecture and 1 hour seminar

My course learning outcomes are:

  • Analyse the drivers of change impacting ethical issues and challenges in marketing, markets and consumer society.
  • Explain the complex and dynamic influences that impact upon the (un)ethical decisions made by marketers and consumers.
  • Explain and critically evaluate the conceptual frameworks related to marketing and consumption ethics.
  • Selectively apply relevant theoretical frameworks to diagnose and solve marketing management issues.

My course touches on the following concepts:

  • Ethical Theory
  • Marketing to Young and Vulnerable Consumer Groups
  • Ethics
  • Challenges in Marketing, Markets and Consumer Society

- Ethics in Social Marketing
- Ethical Decision-Making
- Consumption Ethics

My course implements the following pedagogies:

- Collaborative Learning
- Active Learning
- Problem-Based Learning (PBL)

Course Description

This module will explore a range of ethical issues in marketing theory and practice. Specifically, the module will examine issues concerning the ethics of markets and marketing, ethical marketing and decision-making, ethical consumption and the ethics of consumption, power relationships between producers and consumers, as well as ethical philosophy and frameworks that facilitate the analysis of ethical issues in marketing.

Relevant SDGs addressed through the course

27.6 MN-3056 Sustainable Tourism

Course code

MN-3056

Department

- School of Management

The duration of my course is:

- 11 weeks

My course session format is:

- 10 x 2 hour lecture and 1 hour seminar

My course learning outcomes are:

- Critically discuss the core principles of sustainable development.
- Identify and critically evaluate the environmental, social and economic impacts of different forms of tourism.
- Critically analyse the conceptual basis of sustainable tourism.

- Make a critical assessment of the practical application of sustainable tourism tools, plans and strategies.
- Identify good practice in sustainable tourism management.

My course touches on the following concepts:

- Policy tools for sustainable tourism
- Community participation
- Sustainable development
- Environmental, economic and socio-cultural impacts of tourism
- Sustainable tourism
- Green Tourism
- Eco Tourism

My course implements the following pedagogies:

- Case Method
- Collaborative Learning
- Experiential Learning

Course Description

Designing and implementing effective management strategies and policies for sustainable tourism requires a sound knowledge of the concept of sustainable development and how it applies to the context of tourism. This module will identify the core principles of sustainable development approach and examine how they can be put into practice with the aim of making various tourism types and destinations more sustainable. This will involve an in-depth evaluation of good practice on the part of the tourism industry, governments and host communities, non-government organisations and tourists. Environmental, economic and cultural aspects of sustainability will be considered. A practical focus will be adopted through the use of international case studies and classroom-based exercises. There will also be two field visits to observe sustainable tourism in action.

Relevant SDGs addressed through the course

All SDGs included

27.7 MN-MAH01 Prudent Health and Care

Course code

MN-MAH01

Department

- School of Management

The duration of my course is:

- 11 weeks

My course session format is:

- 10 x 2 hour lecture 1 hour seminar

My course learning outcomes are:

- •Contextualise core course components in the development of health and care policy.
- Critically analyse the synergies between Social Care & Well-being policy and Value-Based Health and Care (VBHC).
- •Critically analyse Prudent and Value-Based Health and Care real world case studies exploring implementation, challenges and outcomes.
- •Conceptualise and generate options for how a fully integrated health and care system could be realised through the principles of Value-based Health and Care.

My course touches on the following concepts:

- Quality measurement in healthcare.
- Prudent healthcare
- Global approaches to resource utilisation.
- Value Based Healthcare

My course implements the following pedagogies:

- Case Method
- Active Learning
- Blended Learning
- Collaborative Learning
- Flipped Classroom

Course Description

This module establishes the paradigm and sets the latest developments of Value-Based Health and Care in the context of Prudent Healthcare and similar approaches globally as well as Social Care policy and legislation. It sets out to examine the context for health and social care and stakeholder analysis.- History of quality measurement - Theories of Prudent Healthcare (and broader philosophies) and their relation to VBHC - Health and care transformation and innovation, including challenges of cross-sector innovation - Social Services and Well-being policy and legislation and its relation to VBHC - Prudent Healthcare (and other similar global movements), VBHC and Social Services and Well-being policy and legislation working together to deliver high value, integrated care.

Relevant SDGs addressed through the course

27.8 MN-3522 Sustainability and Environmental Management

Course code

MN-3522

Department

    • School of Management

The duration of my course is:

    • 11 weeks

My course session format is:

    • 10 x 1 hour lecture and 10 x 2 hours seminar

My course learning outcomes are:

    • Explain and appraise sustainability frameworks

    • Analyse sustainability strategies for business

    • Critically evaluate environmental and sustainable management problems/solutions

    • Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world

My course touches on the following concepts:

    • Climate literacy

    • Sustainability

    • Environmental management

    • Circular economy

    • Global challenges

    • Sustainable leadership

    • SDGs

    • Ecosystem Services

    • Life Cycle Assessment

    • Doughnut economics

    • Sustainable strategies

    • Planetary Boundaries

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Collaborative Learning
- Problem-Based Learning (PBL)
- Student-Centered Learning
- Reflective Learning

Course Description

This module will introduce you to the key theories and practices that underpin sustainability and environmental management in business. The syllabus gives a broad overview of sustainability and environmental issues, including the climate crisis, planetary boundaries, Sustainable Development Goals (SDGs), sustainable and environmental business strategies, natural resource exploitation, life cycle analysis, environmental degradation, etc. Reflection on our individual role in anthropogenic human insecurity is encouraged throughout the module.

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

Feedback from students has been overwhelmingly positive, with many highlighting the interactive, engaging nature of the module. Examples of student impact includes: - A student progressing to the MSc Environmental Dynamics and Climate Change (Swansea University) after completing the MN-3522 undergraduate module. - A student founding a sustainable fashion start-up, repurposing textile offcuts into new garments. External Examiner feedback (2025): "I wanted to highlight the quality of feedback. I have been EE for this module for a few years now and the feedback and overall approach has always been of high quality and consistent across the years." Student reflections (2025): "Through my learning in the module, I have transformed my ways of thinking. I now don't simply look at isolated issues, but more about the interconnected systems." "I've become more conscious in aligning with businesses that adopt initiatives balancing people, the planet, and profit… This module has made me realise the importance of education in driving change for the future, where I have now become more knowledgeable and active." "Sustainability isn't a topic anymore, it's a way of seeing, a way of living. It's a lens, a responsibility, and a reason to act. This journey lit that fire in me. I don't just want to minimise harm. I want to be part of the repair." "This module has helped me connect the dots between systems, people, and the planet. I've moved from knowing the facts to understanding my role. It's made me act, question more, and think long-term. I know I can't solve everything, but I can stay informed, stay involved, and help others care too. That's where real change starts." "I leave this module inspired, not overwhelmed - ready to contribute, to challenge, and to care. The future is uncertain, but so is its potential - and I have been given the courage to be part of shaping it." "This module helped me move from passive awareness to active engagement… It's shaped my values and the decisions I make every day. This journey isn't finished, but I know how I want to keep moving forward." "I reflected on how quickly I throw

things away. Shifting from guilt to responsibility changed my approach. I now understand the issue isn't just my choices—it's also broken design systems." "I now use a monthly "pause and plan" checklist… I noticed patterns: emotional shopping, unnecessary tech. Using this tool made sustainability feel less overwhelming and helped me take mindful, trackable steps." "I journaled about my values. I asked: am I building a life that heals or harms? [This] helped me reframe ambition. I stopped romanticising endless productivity and began viewing sustainability as a quiet commitment to care and meaning." "I emailed my local council suggesting a "no-mow" zone. I also shared it in my housing group chat. Speaking up felt odd, but necessary. I realised civic action isn't about big influence—it's about consistent, respectful engagement and raising awareness." "Nowadays being a business student means that I have encountered the words "sustainability", "environmental impact" and "corporate social responsibility" multiple times prior to starting this module. However, my view on these topics has not been changed until I have started doing this module." "It was important for me to see business owners who have managed to have a positive impact on the environment and society. Being a business student, the future career that I have envisioned for myself previously is in large lifeless offices that are not necessarily environmentally friendly… These sessions have made me think about how I can be a business owner [who] has a positive effect on the environment. It has also made me think that I can work for businesses like this and not necessarily chase the corporate ladder."

Relevant SDGs addressed through the course

All SDGs included

Upload your syllabus

MN-3522 Syllabus Template	View document ↗ Download document ⬇

27.9 MN-M606 Sustainability and Environmental Management

Course code

MN-M606

Department

• School of Management

The duration of my course is:

• 11 weeks

My course session format is:

- 10 x 3 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
- Explain and appraise sustainability frameworks
- Appraise and compare sustainability strategies for business
- Critically evaluate environmental and sustainable management problems
- Discuss and develop appropriate or alternative sustainable solutions
- Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world

My course touches on the following concepts:

- Sustainable Development in Global Business
- Sustainable Leadership and Social Impact
- Environmental Management Systems
- Climate Literacy
- Environmental Assessment Tools
- Global Challenges
- Critical approaches to sustainable futures
- Sustainable Strategies

My course implements the following pedagogies:

- Active Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)

Course Description

The Climate Crisis, Sustainability, and Environmental Management, are becoming increasingly important for business. Just as global, national and regional political institutions are ethically and legally compelled to respond to the challenges posed by climate change, environmental degradation, resource scarcity, and infrastructural inequalities, businesses and organisations are no exception. This module provides climate literacy training and draws on multi-disciplinary perspectives to examine key issues in Sustainability and Environmental Management. Students will develop a critical understanding of the wide ranging types of data used to inform sustainability governance at all scales, and environmental management policy and practice.Students are encouraged to reflect on how sustainability and environmental management principles are adopted by those organisations around them; on campus; in

Swansea, and at home. Throughout the course, students have the opportunity to earn a certificate in climate literacy. This achievement not only signifies their completion of the module but also equips them with valuable knowledge they can apply in their professional environments, enhancing their capability to address climate- related challenges effectively.

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

Students have found the inclusion of carbon literacy training to be valuable for both their education and for employability. Students enjoyed the interactive workshops along with a field trip to Kilvey Hill where they were able to see first hand the impacts of development, regeneration, and discuss with residents the impacts of future developments.

Relevant SDGs addressed through the course

Upload your syllabus

MN-M606 Module Proforma   View document ↗ Download document ⬇

27.10 MN-M607 Corporate Social Responsibility and Ethics

Course code

MN-M607

Department

• School of Management

The duration of my course is:

• 11 weeks

My course session format is:

• 10 x 3 hour workshops

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

• Scaffolded to support learning progression throughout the course

• Demonstrate an in-depth understanding of the origins and development of CSR theory

• Be able to critically understand the impact of CSR on organisational change

• Critically evaluate the implications of CSR for a range of organisational stakeholders

• Critically evaluate the moral and strategic imperatives for CSR

My course touches on the following concepts:

• Sustainable Business Models and ESG Integration

• International Corporate Social Responsibility (CSR) and ESG

• Business Ethics and Corporate Social Responsibility

• Stakeholder Management and Corporate Responsibility

• Corporate Governance and Ethical Leadership

• Globalisation

• Sustainability

• Supply Chain

• Strategic perspectives on CSR

My course implements the following pedagogies:

• Active Learning

• Case Method

• Problem-Based Learning (PBL)

Course Description

This module critically evaluates the development of corporate social responsibility as a label that has commonly come to be applied to the way businesses and other organisations relate to society and the environment. The ethical foundations and implications of corporate social responsibility are specifically explored as part of a wider evaluation of the part that corporate social responsibility now plays in organisational activities.

Relevant SDGs addressed through the course

Light reference to SDGs

Upload your syllabus

MN-M607 Module Proforma   View document ⬈   Download document ⬇

27.11 MN-M503 International Financial Accounting

Course code

MN-M503

Department

- Accounting

The duration of my course is:

- 11 weeks

My course session format is:

- 20 x 2 hour lectures 10 x 2 hour seminars

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Grounded in core business and management methodologies
- Structured to encourage critical thinking and decision-making
- Integrated with professional and career readiness skills

My course touches on the following concepts:

- Financial Accounting and Reporting Standards
- Financial Statement Analysis and Interpretation
- IFRS vs. GAAP Accounting Standards
- Revenue Recognition and Earnings Management
- Cash Flow Management and Liquidity Planning
- Consolidation theory and financial restructuring

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

This module will develop knowledge and skills in understanding and applying accounting standards and the conceptual framework underpinning financial statement preparation. Students will learn how to record individual transactions in line with International Financial Reporting Standards; prepare financial statements for single entities and for groups.

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

The MN-M503 module fosters responsible financial expertise by equipping students with the skills to interpret and apply international financial reporting standards (IFRS) in ethically grounded, real-world contexts. Through active and blended learning, students develop analytical and decision-making capabilities essential for sustainable business practice. The module integrates professional readiness with critical thinking, preparing learners to navigate complex financial environments with integrity and global awareness.

Relevant SDGs addressed through the course
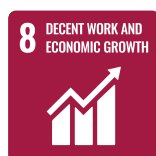
27.12 MN-M608 Sustainable Financial Reporting

Course code

MN-M608

Department

> • Accounting

The duration of my course is:

> • 11 weeks

My course session format is:

> • 10 x 2-hour lectures; 10 x 1-hour weekly seminars

My course learning outcomes are:

> • Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
> • Designed to develop analytical and problem-solving skills
> • Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
> • Structured to encourage critical thinking and decision-making
> • Integrated with professional and career readiness skills
> • Developed with input from industry or real-world business scenarios

My course touches on the following concepts:

- Environmental and Social Accounting
- Financial Accounting and Reporting Standards
- Financial Statement Analysis and Interpretation
- Accounting Ethics and Professional Responsibility
- Internal Controls and Risk Management
- Strategic Cost Management and Profitability Analysis

My course implements the following pedagogies:

- Active Learning
- Case Method
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Critical Pedagogy
- Blended Learning

Course Description

Investors require clear, specific and quantified information on the actions that companies are taking to decarbonise their operations and on how the physical and economic effects of climate change and the transition to a low carbon economy will impact their operations in the medium to longer term. This module examines developments in sustainable reporting standards, including those of the Task Force on Climate-related Financial Disclosures (TCFD), the International Sustainability Standards Board (ISSB) and the European Task Force on Sustainability Reporting standards.

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

Through the Sustainable Financial Reporting module, I empower students to critically engage with real-world sustainability challenges using cutting-edge frameworks like TCFD and ISSB. By integrating active learning, case-based analysis, and industry-informed content, I help students develop analytical, ethical, and decision-making skills essential for navigating the evolving landscape of corporate accountability. The course fosters professional readiness and encourages students to think beyond compliance, preparing them to lead responsibly in finance and sustainability roles.

Relevant SDGs addressed through the course
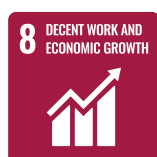
27.13 MN-M609 Sustainable Finance and ESG Investing

Course code

MN-M609

Department

• Finance

The duration of my course is:

• 11 weeks

My course session format is:

• 10 x 2-hour lectures; 10 x 1-hour weekly seminar

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
• Integrated with professional and career readiness skills
• Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

• ESG Investing and Sustainable Finance
• Cash flow management and liquidity planning
• Environmental and social accounting
• Financial statement analysis and interpretation
• Valuation techniques and corporate finance
• Strategic cost management and profitability analysis
• Internal controls and risk management

My course implements the following pedagogies:

• Active Learning
• Problem-Based Learning (PBL)
• Project-Based Learning (PjBL)
• Collaborative Learning
• Blended Learning
• Student-Centered Learning

Course Description

Sustainable investing is a topic of increasing interest to the financial community. With global environmental and social challenges increasing, trillions of dollars are beginning to shift into investments which meet the challenges. This module provides students with the insight, knowledge and tools they will need to become an important part of this global shift in investing practice.

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

This module empowers students to critically engage with global sustainability challenges through the lens of finance and investment. By combining real-world ESG data, industry insights, and active learning strategies, it develops analytical, decision-making, and communication skills essential for careers in sustainable finance. Students gain practical experience, collaborate on projects, and explore innovative solutions, making the module both professionally relevant and intellectually transformative.

Relevant SDGs addressed through the course
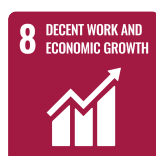
28. Teaching Awards

28.1 Swansea University Learning and Teaching Academy (SALT) Excellence in Teaching Award - Dr Fern Davies

Award Granter

Swansea University Learning and Teaching Academy (SALT)

Award Grantee

Dr Fern Davies

Description of Award

Fern Davies received a student nominated award for Excellence in Learning and Teaching for her contribution to embedding education for sustainable development within the curriculum.

[Award link](#)

28.2 Swansea University Learning and Teaching Academy (SALT) Excellence in Teaching Award - Dr Dafydd Cotterell

Award Granter

Swansea University Learning and Teaching Academy (SALT)

Award Grantee

Dafydd Cotterell

Description of Award

Dafydd Cotterell received a student nominated award for Excellence in Learning and Teaching for his innovative approaches, engaging lectures and relevance to the workplace.

[Award link](#)

28.3 Swansea University Learning and Teaching Academy (SALT) Excellence in Teaching Award - Dr Bo Wen

Award Granter

Swansea University Learning and Teaching Academy (SALT)

Award Grantee

Bo Wen

Description of Award

Bo Wen received a student nominated award for Excellence in Learning and Teaching for creating a supportive atmosphere for students, her innovative and creative teaching of leadership and dedication to students growth.

[Award link](#)

28.4 Swansea University Learning and Teaching Academy (SALT) Excellence in Teaching Award - Dr Jianing Song

Award Granter

Swansea University Learning and Teaching Academy (SALT)

Award Grantee

Jianing Song

Description of Award

Jianing Song received a student nominated award for Excellence in Learning and Teaching for her inspiring and effective teaching, inclusive approach that makes international students feel seen and excellent feedback.

[Award link](#)

29. Educator Recognition

- 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

30. Teaching Voices

30.1 Giulia Fantini - Embedding Responsible Leadership through Experiential Learning: Our Role as Anchor School in the Accounting for Sustainability Case Competition

Subjects

- Accounting
- Climate Action
- Circular Economy
- Education for Sustainable Development
- Environmental Studies
- Sustainability
- Sustainable Development

Provide supporting context

Giulia Fantini, from the Department of Accounting and Finance, leads our institution's involvement in the Accounting for Sustainability International Case Competition. Under her leadership, we became an anchor business school for the initiative, helping shape its development and outreach.

Through this competition, students apply accounting and finance skills to real sustainability challenges, such as climate transition and decarbonisation, more precisely in 2024/2025 academic year. They work in teams to analyse companies and propose ESG solutions, supported by faculty mentors. This hands-on experience has boosted student engagement, improved understanding of sustainability in business, and led to curriculum updates.

30.2 Ethics and Sustainability in Swansea University's Curriculum Framework - Pamela Styles Senior Academic Developer (Sustainability)

Subjects

- Ethics
- Sustainable Development
- Corporate Social Responsibility (CSR)
- Curriculum Transformation

Provide supporting context

Pamela Styles - Senior Academic Developer at Swansea University Academy of Learning and Teaching (Sustainability)

All degree programmes at Swansea University are currently undergoing a Curriculum Transformation (CT) process to align with Swansea University's new Curriculum Framework. These revised programmes will be launched in AY26-27. CT includes a rigorous process of review, feedback and approval conducted by colleagues with diverse expertise. Programme Directors and teaching teams are supported to meet the requirements through engagement with specialist Academic Developers, including in relation to Ethics, Sustainability and developing the Graduate Attribute relating to Addressing Global Challenges. The guidelines to meet the requirements of the Framework include: incorporating a broad range of Sustainable Development Goals, exploring the role of the discipline with respect to global challenges, embedding authentic learning and assessment, incorporating real-world, diverse perspectives, development of sustainability competencies, critical evaluation, exploration of sustainability through a social justice lens and developing students' awareness of the ethical, social and environmental implications of Generative AI as part of their development of AI literacy. Academic colleagues are supported to develop their skills and understanding in sustainability education relevant to their discipline through workshops, one-to-one conversations, an online toolkit and a self-paced Canvas course.

31. Barriers to Innovative Curriculum

- Accreditation constraints
- Assessment challenges
- Resource allocation challenges
- Scalability issues
- Time constraints

32. Barriers to Innovative Pedagogy

- Assessment rigor concerns
- Administrative hurdles
- Accreditation limitations
- Resource constraints
- Scalability issues
- Student engagement concerns
- Time constraints

33. Fostering Innovation

To a great extent

34. Experiential Learning

A lot

35. Learning Mindset

To a great extent

36. Method of Teaching and Learning

In person

Research

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

37. 2024 Publications

284

38. Research Barriers

• Time constraints

39. 2024 Publications on Sustainable Development and/or RME

136

40. Research Funding

• Local
• Regional
• National
• International
• Institution Specific

41. Socializing Research

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

42. Research Projects

42.1 Improving the Process Efficiency of the Welsh Blood Service and International Blood Processing

Who is involved in the project

• Professor Nicholas Rich

Department

• School of Management

This research project covers:

Period covering

January, 2022 - August, 2024

Describe the research project

The Challenge

Swansea University's School of Management's research team was granted access to the Welsh Blood Service (WBS) to apply and develop lean working methods across the organisation. An organisation that adopts lean ways of working will make the best use of the available time and resources, resulting in the minimisation (or even elimination) of waste. The result is the uninterrupted flow of donations to recipients.

The Method

The research team considered the whole NHS system from a patient journey perspective (from initial contact to diagnostics, interventions, care, etc.) and identified the key processes of the supply of blood and organ donations to the NHS as important areas to study. This work led to a partnership that was developed with the Welsh Blood Service which provided further opportunity for applied research and the co-design of improvement activities.

The Impact

As a result of this research, the Welsh Blood Service has engaged with a wide range of service delivery improvements including:

• the reconfiguration of workspace to make gains in process time;

• the digitisation of forms which has saved both time and money;

• improvements to standard operating procedures whilst maintaining high levels of safety and quality control;

- the creation of ergonomically-designed physical workspaces that contain all of the equipment required by the lab technicians in one place (cellular 'pod' working).
- training and knowledge transfer with staff.

The Welsh Blood Service and School of Management research team also helped to develop mapping tools (which, to date, have been used by WBS to map all operational processes) and created a suite of online modules for the [European Blood Allowance (EBA)](). These modules are available to all EBA member bodies across the EU (40,000 professionals in the sector). Ultimately, this work has contributed to improved outcomes for patients and operational efficiencies.

42.2 Circular Economy Innovation Communities (CEIC)

Who is involved in the project

- Faculty

Department

- School of Management

This research project covers:

Period covering

August, 2021 - September, 2024

Describe the research project

CEIC is a 10-month programme comprising workshops, site visits, action learning, peer learning and expert support to enable managers to co-create new products or service solutions and to implement with support. The programme helps to:

- Create inter-organisation collaborative innovation networks to support regional working and enable public and private sector organisations to solve existing problems
- Enhance circular economy knowledge of public service and private sector organisations to meet Welsh Government Future Generations Act Goals and address the greatest challenge of our generation
- Enhance innovation knowledge and skills to drive productivity and develop organisational capacity

Additional materials

42.3 Medr - Ethical and Sustainable Employability

Who is involved in the project

- Faculty
- Undergraduate students

Department

- School of Management

This research project covers:

All SDGs included

Period covering

April, 2025 - December, 2025

Describe the research project

This project, funded by Medr and supported by Advance HE, convened a cross-institutional task and finish group comprising academic and professional services staff from higher education institutions across Wales. Its focus was to investigate and advance the integration of ethical and sustainable **employability** within the student experience.

Over the course of several months, the group collected and analysed a series of case studies that illustrate how Welsh universities are equipping students with the knowledge, skills, and competencies required to address both global sustainability challenges and local community needs. The findings, recently disseminated at Wrexham University, provide evidence of innovative and impactful practice already embedded across the sector.

A full report will be published shortly, followed by the development of a practical toolkit designed to support institutions in embedding ethical and sustainable employability in curricula and practice, with relevance both within Wales and internationally.

Additional materials

42.4 TAITH Research Funding - Research Mobility for Sustainability-Focused Collaboration

Who is involved in the project

- Faculty

Department

- School of Management
- Accounting and Finance

This research project covers:

Period covering

August, 2025 - September, 2025

Describe the research project

The project and funding was developed by Dr Giulia Fantini of the School of Management and focuses on facilitating collaboration on ESG and climate-related finance topics, supporting SDG 17 Partnership for the Goals and SDG 13 Climate Action.

42.5 Bevan Commission - Lets Not Waste Programme

Who is involved in the project

- Faculty
- Bevan Commission
- NHS

Department

- School of Management

This research project covers:

Period covering

August, 2022 - August, 2024

Describe the research project

The health and social care sector in Wales is confronted with significant pressures arising from the Covid-19 pandemic, the cost-of-living crisis, and the global climate emergency. Within this context, minimising waste across services has become a strategic priority, aligned with the Welsh Government's Decarbonisation Plan to achieve a net zero public sector by 2030.

The *Let's Not Waste* programme was developed to address this challenge through a threefold approach: reducing non-essential products and services, reusing tools and equipment, and recycling materials wherever feasible. Designed as an iterative and adaptive initiative, the programme sought to share best practices, embed innovation, and foster collective engagement within workplaces and communities. It established working groups across Wales and drew upon the contributions of Bevan Exemplars to stimulate a broader cultural and systemic shift towards sustainability in health and social care provision.

Additional materials

42.6 Library of Things

Who is involved in the project

- Undergraduate students
- Masters students
- PhD students
- Postdoc students
- Faculty

Department

- School of Management

This research project covers:

Period covering

August, 2023 - September, 2025

Describe the research project

The proposal of a Library of Things on Bay Campus identifies different opportunities to enrich the student experience, nurture social cohesion, address the cost-of-living crisis and gain environmental benefits. The Library of Things idea has received funding of £5,000 from the Greatest Need Fund and will be supported by Benthyg, the umbrella organisation for LoT. Studentss will be involved via the Student Circular Economy Society, staff and external partners.

[Additional materials](#)

42.7 Breaking Binaries Research

Who is involved in the project

- Faculty
- PhD students

Department

- School of Management

This research project covers:
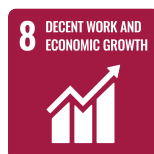
Period covering

January, 2022 - September, 2025

Describe the research project

The Breaking Binaries Research programme was founded to explore complex and diverse identities at work. Their research programme challenges problematic categorical understandings of difference in the context of work. They are interested in exploring the multifaceted ways in which identities are understood, assumed and constructed. Research has yet to take account of how diverse identities are not simply categorical but complex and intersectional, as individuals self-identify beyond, between or across identity binaries. Their programme of research projects seeks to address and progress current conversations of diversity at work.

Additional materials

42.8 Climate Change Education in ALN Settings in Wales

Who is involved in the project

- Faculty
- Dr Jennifer Rudd
- Dr Dai Thomas

Department

- Education and Childhood Studies
- School of Management

This research project covers:

Period covering

September, 2024 - March, 2025

Describe the research project

Climate Change and Sustainability Education (CCSE) is a mandatory requirement within the Curriculum for Wales (CfW), aligning with the UN Sustainable Development Goals. However, delivery across Wales remains inconsistent, depending heavily on individual teacher expertise and confidence. CCSE in additional learning needs (ALN) and alternative provision settings is particularly challenging due to a lack of tailored resources and specialised teacher training, and the complexity of learners' needs. For many ALN learners, who lack access to outdoor experiences or environmental education at home, ensuring engaging and appropriately leveled CCSE becomes not just an educational priority but a matter of social justice. This report identifies the gaps in support for teachers and teaching assistants and is a call for action.

Additional materials

42.9 WISERD Research Institute

Who is involved in the project

- Faculty

- PhD students
- Postdoc students
- Masters students
- Undergraduate students

Department

- Economics

This research project covers:

All SDGs included

Period covering

August, 2008 - September, 2025

Describe the research project

The Wales Institute of Social and Economic Research and Data (WISERD) is a national, interdisciplinary, social science research institute. We have been designated by the Welsh Government as a national research centre. Using innovative approaches, our research spans the fields of economics, sociology, geography and political science.

We are a collaborative venture between the universities of Aberystwyth, Bangor, Cardiff, **South Wales** and Swansea – working together to improve the quality and quantity of social science research in Wales and beyond. Our research effects change by influencing the development of policy and practice across a range of sectors.

WISERD also hosts ADR Wales (Administrative Data Research Wales) – a collaboration between Welsh Government, Swansea University Medical School and WISERD at Cardiff University. ADR Wales is part of the ESRC funded **ADR UK** (Administrative Data Research UK).

[Additional materials](#)

42.10 Agor Innovation

Who is involved in the project

- Faculty

Department

- All

This research project covers:

Period covering

June, 2023 - December, 2024

Describe the research project

Agor Innovation is driving the development of Wales' innovation ecosystem, empowering business growth through leadership, learning and collaboration. Agor Innovation acts as a 'switchboard' for all the University has to offer, signposting businesses to the expertise we can provide, bridging the gap between industry and academia.

[Additional materials](#)

42.11 Artificial Intelligence or Artificial Inequalities: developing a sociological lens for EDI research in the AI era

Who is involved in the project

• Faculty

Department

• School of Management

This research project covers:
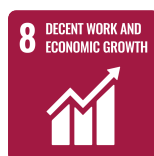
Period covering

May, 2025 - December, 2025

Describe the research project

This project is led by Dr Sarah Marks and explores gender and mental health conditions in UK higher education. The focus is on reorganizing inclusion in contemporary academia.

43. Research Awards

43.1 Best Paper - Journal of Business Venturing Insights Entrepreneurship Academy 2025

Award Granter

Journal of Business Venturing Insights

Award Grantee

Lucy Griffiths

Description of Award

Lucy was awarded Best Paper at the annual Journal of Business Venturing Insights (JBVI) Entrepreneurship Academy, held at Aalto University Finland, for her paper 'Normativity to Nuance: Towards a Second Wave of Neurodivergent Entrepreneurship Research'. This paper focused on inclusive entrepreneurship, in particular, valuing neurodivergent voices and perspectives in research related to entrepreneurship. The JBVI Entrepreneurship Academy attracts applications from around the world and selects around thirty participants each year. From these, the Best Paper award is given to the paper with the potential to have the greatest impact on society.

Provide supporting materials...

| IMG_3950 | View document ↗   Download document ⬇ |

43.2 Best Reviewer British Accounting Review - Dr Richard Baylis

Award Granter

British Accounting Review

Award Grantee

Dr Richard Baylis

Description of Award

Dr Richard Baylis won the 'Outstanding Reviewer Award' from the British Accounting Review for his contributions to responsible and high-quality research in accounting.

43.3 Best Paper Award - International Conference on Sustainable Business Practices

Award Granter

International Conference on Sustainable Business Practices

Award Grantee

Jishnu Battacharyya

Description of Award

Jishnu Battacharyya won the 'Best Paper Award' at the International Conference on Sustainable Business Practices in January 2025.

43.4 Most Impactful Paper Award - FIIB Business Review

Award Granter

FIIB Business Review

Award Grantee

Jishnu Battacharyya

Description of Award

Jishnu Battacharyya won the 'Most Impactful Paper Award' in the FIIB Business Review in June 2025.

43.5 NHS Wales Award 2024 - PROSTATE Pathway Improvement Initiative

Award Granter

NHS

Award Grantee

PROSTATE Pathway Improvement Initiative

Description of Award

The PROSTATE pathway improvement initiative won the Efficient Care Award at the NHS Wales awards ceremony in Cardiff on Thursday 24 October 2024. Hywel Dda University Health Board (BIP), together with Swansea University and Cancer Research UK's TET Programme, developed a new prostate cancer rapid diagnosis pathway (PROSTAD) to tackle the delay in diagnosing prostate cancer. Professor Nick Rich from Swansea University's School of Management added: "The PROSTAD project clearly demonstrates the benefits arising from our university health board partnership and how combining our resources has a positive impact. The project has brought together research from multiple Swansea University faculties, supported 'forward thinking' clinical teams, and demonstrated the value of Cancer Research UK's investments to deliver key benefits for patients, their loved ones and professionals in our region and beyond ."

[Award link](#)

43.6 ISBE Best Paper in Conference Award 2024

Award Granter

Institute of Small Business and Entrepreneurship (ISBE)

Award Grantee

ISBE

Description of Award

This award was selected from over 225 submissions.

43.7 ISBE Best Paper in Track Award 2024 - Networks, Innovation and Policy Track

Award Granter

Institute of Small Business and Entrepreneurship (ISBE)

Award Grantee

ISBE

44. Research Presentations

44.1 The Role of Interdisciplinary Hackathons to address Global Challenges: A Swansea University and WFGA (2015) Collaboration

This is a

- Conference paper/proceedings

Authors

- Dr Samantha Burvill (Swansea University)
- Dr Fern Davies (Swansea University)
- Ms Beth Cummings (Swansea University)
- Dr Kate Organ (Swansea University)

Date of publication

September, 2025

What conference was this presented at?

- PRME Chapter UK & Ireland Conference 2025

Abstract or Summary of Publication

The incremental approaches adopted by business to address grand societal challenges are arguably insufficient for delivering at the scale and pace necessary to achieve the United Nations (UN) Sustainable Development Goals (SDGs) (Stubbs et al., 2022). The role of higher education business and management programmes is therefore invaluable to ensure that graduates are prepared to address global challenges of the future and contribute towards progress (UNESCO, 2024). However, as the complexity of 'wicked problems' intensifies and the trade-offs within existing frameworks become apparent, it is clear that the traditionally scattered and uncoordinated integration of global challenges in higher education will not suffice (United Nations, 2024).

Systematically embedding education for sustainable development (ESD) into business and management programmes is therefore an essential starting point to equip students with the knowledge required to tackle such challenges and ultimately contribute significant public and social value in the future (UNESCO, 2024). However, efforts need to go beyond simply extending knowledge of sustainable development and embedding within the curriculum. Instead, there is a need to adopt innovative pedagogic approaches to nurture the graduate competencies required by students to leverage complex problem solving, system change and transformation in society.

This research identifies practice-based approaches (Neck et al., 2014) and 'service learning' (Smith, 2008) as powerful and innovative forms of pedagogy for higher education business and management programmes to adopt. These approaches allow for the consolidation of academic and business contexts and connection of learned content to real world and complex problems such as the SDGs (Smith, 2008; Vogelgesang & Astin, 2000). The specific focus in this instance is on inter-disciplinary hackathons as an appropriate practice based pedagogic method to facilitate collaboration and partnerships between academia, industry, government and civil society.

What would be the ideal impact of this research in the field and/or in society?
- Disseminating innovative pedagogic methods to HE institutions and beyond
- Utilising Hackathons to create an environmental for problem-solving
- Creating mechanisms for younger generations to think about addressing global challenges
- Enhancing collaboration

This research covers (Department):
- School of Management

This research covers (SDGs):

All SDGs included

Is this available through open access?
- No

44.2 "I'm not greedy for money": Narrative demonetization as symbolic violence in women's entrepreneurship.

This is a
- Conference paper/proceedings

Authors
- Dr Sarah Marks (Swansea University)
- Dr Helen Williams (Swansea University)
- Professor Katrina Pritchard (Swansea University)

Date of publication

July, 2025

What conference was this presented at?

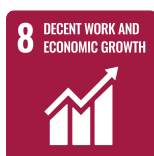• European Group for Organizational Studies

Abstract or Summary of Publication

Not available.

This research covers (Department):

• School of Management

This research covers (SDGs):

Is this available through open access?

• No

[Publication link](#)

44.3 AI vs. MBA: Who Wins the Future of Work? The Integration of AI in Business and the Evolving Role of Business Education

This is a

• Peer-reviewed article

Authors

• Associate Professor Dr. amilla Triantoro, Business Analytics and Information Systems School of Business | Quinnipiac University LinkedIn: https://www.linkedin.com/in/triantoro

• Dr. Sian Roderick, Swansea University, School of Management

• Dr. Imed Ben Nasr, Professeur Associé, Pôle Marketing Fonction(s) Enseignant-Chercheur Responsable Pédagogique du MSc Marketing Digital et Stratégies Collaboratives CERIIM – Centre de Recherche en Intelligence et Innovation Managériales EN : Associate Professor, Marketing Academic Director of MSc Digital Marketing and Collaborative strategies CERIIM – Research Center in Managerial Intelligence and Innovation bennasri@excelia-group.com. Campus La Rochelle : 102 rue de Coureilles I Les Minimes I 17024 La Rochelle Cedex 1 I France

• Dr. Karine AOUN BARAKAT Associate professor Marketing INSEEC Grande École Paris

· Thomas James, (PhD Student at Swansea University) and Innovation Lead for NHS Wales

Date of publication

September, 2025

What conference was this presented at?

· International Conference of Technology (ICTO) 2025

Abstract or Summary of Publication

Abstract: The rapid integration of Artificial Intelligence into the business landscape has created a critical challenge for higher education, widening the gap between industry needs and traditional curricula. This report addresses the central tension between AI's potential as a productivity driver and its role in displacing white-collar jobs, particularly for recent business graduates. It explores the current state of AI adoption, the redefinition of human expertise, and the strategic risks and opportunities in an AI-driven workplace. Synthesizing insights from a panel of academic and industry experts, the report formulates a framework of actionable recommendations for educators, grounded in a multi-level analysis of Human Capital Theory, the Resource-Based View, Transaction Cost Economics, and a Sociomaterial Perspective. This framework emphasizes a necessary shift from traditional curricula to a model that fosters AI-resistant skills, AI literacy, and a mindset of lifelong learning. Ultimately, this report serves as a resource for academic and industry leaders navigating the challenges of talent development and strategic adaptation for an AI-integrated workforce.

This research covers (Department):

· Business Analytics
· Future of Work, Artificial Intelligence, Business Education, Higher Education, AI Skills, AI Literacy, Curriculum Reform

This research covers (SDGs):
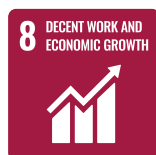
Is this available through open access?

· No

44.4 Decolonial Research Methodologies: Embedding Ubuntu Philosophy in Data Collection Practices

This is a

- Conference paper/proceedings

Authors

- Dr Irene Bridget (De Montfort University)
- Dr Julius Irene (Transformational Innovative Policy Consortium)
- Dr Sam Ebie (Swansea University)

Date of publication

November, 2024

What conference was this presented at?

- Institute for Small Business and Entrepreneurship Conference 2024

Abstract or Summary of Publication

The incorporation of Ubuntu in research is often regarded as a means to enhance inclusivity and promote a more profound engagement with African contexts. However, this assumption frequently fails to account for the intricacies and difficulties involved in integrating Ubuntu principles into research paradigms that are predominantly Western, resulting in a shallow implementation of the concept. Ubuntu, a philosophy highlighting interconnectedness, communalism, and shared humanity, is frequently underutilised or misinterpreted in research methodologies. Its potential to transform data collection practices to more accurately represent African epistemologies remains largely under-explored. This study examines the literature on decolonial research methodologies and African epistemologies, focussing on how Ubuntu contributes to inclusive and ethically grounded research practices that enhance participation. This challenges the assumption that Ubuntu is merely a "add-on" to existing methods, instead positioning it as a foundational framework that redefines researcher-participant relationships and reflexive practices in African contexts. Using a quantitative reflexivity approach, we collected data from 110 researchers from different continents comparing response rates to conclude the factors that may influence these rates. The findings show a significant positive correlation between Ubuntu principles and increased participation/response rates. The findings underscore the practical utility of Ubuntu as a framework for conducting ethically sound and culturally respectful research, illustrating its significance beyond mere symbolic inclusion. This study highlights the importance of rethinking research methodologies in African studies, underscoring the necessity for reflexive and culturally embedded data collection techniques. This research has significant implications for the broader academic discourse on decolonisation, promoting the need for inclusive, ethical, and participatory approaches rooted in African cultural philosophies.

This research covers (Department):

• School of Management

This research covers (SDGs):

Is this available through open access?

• No

[Publication link](#)

44.5 Evaluating Retail Micro-SME Resilience: Failing, Surviving and Thriving as Outcomes of Bricolage

This is a

• Conference paper/proceedings

Authors

• Dr Dafydd Cotterell (Swansea University)

• Professor Paul Jones (Swansea University)

• Professor Louisa Huxtable-Thomas (Swansea University)

Date of publication

November, 2024

What conference was this presented at?

• Institute of Small Business and Entrepreneurship Conference 2024

Abstract or Summary of Publication

The global business environment faces an enduring threat from numerous ongoing unprecedented crises. These crises – such as Mpox, Brexit, climate change, growing political tensions, and war in Europe and the Middle East – have created complex challenges for business, where the development of resilience is key. In a bid to further understand resilience, many researchers are exploring novel theories such as resource bricolage theory. In this study, we evaluate the enablers for successful bricolage deployment within retail micro-SMEs during the unprecedented crisis, Covid-19. Using a qualitative research method, we find that business experience, business age, and business support all enable retail micro-SMEs to successfully deploy bricolage by means of resilience. Our findings hold significant theoretical and practical

implications for both academics and practitioners interested in resource bricolage. Namely, our study extends knowledge on the enablers of bricolage, providing the critical link between the theoretical and practical implementation of bricolage. If bricolage research is to be impactful and relevant to practice, then research must identify how bricolage can be deployed and not only identify its applications. This research study contributes to this call.

This research covers (Department):

· School of Management

This research covers (SDGs):

Is this available through open access?

· No
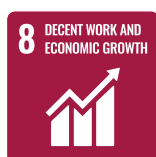
[Publication link](#)

44.6 The Role of Purposeful Ecosystems in Regenerative Economies: A Case Study of South West Wales

This is a

· Conference paper/proceedings

Authors

· Dr Samantha Burvill (Swansea University)

· Dr Fern Davies (Swansea University)

· Ms Beth Cummings (Swansea University)

· Dr Kate Organ (Swansea University)

Date of publication

September, 2024

What conference was this presented at?

· National or international discipline-specific conference

· National or international issue or theme-specific conference

· International Conference on Regeneration, Resilience, Health and Wellbeing.

Abstract or Summary of Publication

This paper examines how purposeful ecosystems serve as essential components in the regeneration of economies at a local level. This is conceptualised as an environment whereby actors and their networks promote favourable and supportive infrastructures to enable purpose-driven activities (Hervieux & Voltan, 2018; Stubbs et al., 2022). This work considers the micro interventions of ecosystem actors and the combined impact of these interventions in influencing regional development. The paper aims to inform future research, policy-making, and practical initiatives aimed at harnessing the potential of purposeful ecosystems for building more resilient, equitable, and sustainable local economies.This research undertook an exploratory case study approach (Denzin & Lincoln, 2011), analysing the work undertaken at a micro and local level within South West Wales that contributes to the development of a regenerative economy. One focus group was undertaken with five participantsdrawn from the local ecosystem. Two in depth interviews were also undertaken with a B-Corp business owner and a change leader within the well-being of future generations act commissioners office. The latter was undertaken to position the research within the context of the Well Being of Future Generations Act (2015) legislation that is evident within Wales.

This research covers (Department):

- School of Management

This research covers (SDGs):

Is this available through open access?

- No

[Publication link](#)

44.7 How coordination flexibility i-deals affect employee well-being and burnout

This is a

- Conference paper/proceedings

Authors

- Dr Bibi Zhang (Swansea University)
- Dr Mariya Mathai (Swansea University)
- Dr Jia Li (Swansea University)

Date of publication

May, 2025

What conference was this presented at?

- National or international discipline-specific conference
- 22nd European Congress of Work and Organisational Psychology

Abstract or Summary of Publication

This research investigates a crucial yet underexplored form of idiosyncratic deals (i-deals), known as coordination flexibility i-deals, which capture the capacity of employees to perform both current and alternative work activities. This research aims to examine how coordination flexibility i-deals affect employee well-being and burnout under conditions of job insecurity. Drawing on social exchange theory and conservation of resources theory, we propose that coordination flexibility i-deals have a more positive effect on well-being and a more negative effect on burnout for employees who have lower job insecurity than those facing higher job insecurity. This is because coordination flexibility i-deals lead employees who have lower job insecurity to feel less objectified as if they are instrumental tools, compared to employees who face higher job insecurity. We conducted an experiment in the United Kingdom and a three-wave longitudinal survey study in China. The results provided support for these hypotheses. This research extends the existing literature on i-deals and adds to our understanding of the boundary conditions and mechanisms through which coordination flexibility i-deals affects well-being and burnout.

This research covers (Department):

- Management
- Leadership

This research covers (SDGs):

Is this available through open access?

- No
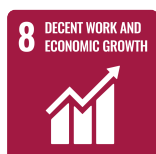
[Publication link](#)

44.8 The Gendered Entrepreneurship Ecosystem in Saudi Arabia: a multi-level analysis of barriers and enablers for female entrepreneurs

This is a

- Conference paper/proceedings

Authors

- Ashwag Halawi (Swansea University)
- Professor Paul Jones (Swansea University)
- Dr Samantha Burvill (Swansea University)
- Dr Dafydd Cotterell (Swansea University)

Date of publication

January, 2025

What conference was this presented at?

- 1st International Conference on Entrepreneurship, Family Business & Sustainable Innovation
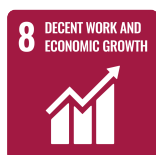
Abstract or Summary of Publication

Not available.

This research covers (Department):

- School of Management

This research covers (SDGs):

Is this available through open access?

- No

[Publication link](#)

44.9 Pro-Poor Mountain Tourism Opportunities Through a Sustainable Livelihood Approach

This is a

- Conference paper/proceedings

Authors

- Dr Carl Cater (Swansea University)
- Dr Maggie Miller (George Brown College)
- Dr Ravi Nyaupane (University of Roehampton)

Date of publication

December, 2024

What conference was this presented at?

- First Yale University Global Justice Program Symposium on Pro-Poor Mountain Tourism

Abstract or Summary of Publication

Pro-poor tourism has been identified as a possible sustainable development solution for poverty alleviation in mountain areas. Situated in the heart of the Himalayas, Nepal has embraced mountain tourism as a core development strategy. Whilst we recognize the potential tourism may hold for hill regions in Nepal, it is essential to first identify the baseline assets available for mountain communities in order for them to create and develop a local, sustainable economy. A tool for assessing such assets is the Sustainable Livelihoods Approach (SLA) which evaluates forms of natural, human, physical, financial, social, cultural, and political capital. Tourism can be supported by, as well as potentially augment, these various forms of community assets, but conversely weaknesses in these will form a barrier to development. This chapter uses a SLA to examine the Dhorpatan Valley, a high-altitude valley in western Nepal. Suggestions for future pro-poor tourism developments are identified along with potential challenges.

This research covers (Department):

- School of Management
- Tourism

This research covers (SDGs):

Is this available through open access?

- No

[Publication link](#)

44.10 Environmental and Cultural Change in the Qomolangma (Everest/Sagarmatha) National Nature Reserve

This is a

- Conference paper/proceedings

Authors

- Dr Carl Cater (Swansea University)

Date of publication

April, 2025

What conference was this presented at?

- National or international issue or theme-specific conference
- Sustainable Tourism Development in Uncertain Times

Abstract or Summary of Publication

Between 1921 and 1924 three British expeditions visited Tibet with the aim of climbing Mount Everest (Qomolangma/Sagarmatha). Organised by the Royal Geographical Society and the Alpine club, the first of these was a detailed scientific and topographical reconnaissance of the Northern area of the mountain. In the attempts to find a route to the summit, approaches via northern (Rongbuk valley) and eastern (Kama/Kharta valleys) valleys were reconnoitred. Extensive accounts and photographs from these expeditions were catalogued and are compared here with a research visit by the author in June 2024, the anniversary of the ill-fated final expedition.

The historical comparison of hundred-year-old images represent both the enduring mountains but also the rapid changes that the Himalayas are facing today. Today the Kama valley trek is becoming popular with Chinese trekkers, although there are very limited facilities to deal with the impacts of these new tourists, for example human and plastic waste. Nevertheless, the growth of tourism has brought significant economic opportunity to local populations, both in the Kama valley but particularly at Rongbuk, where a tented city now caters for the estimated half a million tourists annually being transported by a fleet of electric buses from the tourist hub at Tashizhom. The expected redesignation of the Qomolangma National Nature Reserve as a national park in the current Chinese central government plan may bring opportunities for further management in this time of change.

This research covers (Department):

- School of Management
- Tourism

This research covers (SDGs):

Is this available through open access?

- No

[Publication link](#)

44.11 Cultural Capital Transmission and Sticky Intergenerational Mobility

This is a

- Conference paper/proceedings

Authors

- Dr Annie Tubadji (Swansea University)
- Dr Balaussa Azubayeva (Swansea University)
- Dr Frederick Boy (Swansea University)
- Dr Wayne Thomas (Swansea University)

Date of publication

August, 2024

What conference was this presented at?

- European Regional Science Association (ERSA)

Abstract or Summary of Publication

Cultural memory of places may be a cause of sticky intergenerational mobility for individuals from traditionally culturally discriminated groups. Our hypothesis is that this stickiness is a function of the Bourdieu-type distinction based on local cultural persistence in the perception of parental cultural capital (i.e., parental occupation and linguistic identity). Using a newly discovered historic dataset from Wales (UK) in the period 1900 – 1915 and a plethora of econometric techniques (including multinomial logit, Tobit model, 2ISLS IV and 3SLS), we explore this mechanism on individual level and find that the local persistence in treatment towards social class and Welsh identity causes biases on intergenerational mobility. Therefore, intergenerational mobility is generally associated with earning lower wages. Humble origins generally result in students starting work rather than continuing to higher education. Only affluent parental occupations lead to positive distinction at school but are associated with fewer upwardly mobile heirs. Moreover, parental Welsh names, as a cultural marker, are associated with students' negative distinction (physical punishment), which is related to lower

wages. Our findings confirm that local cultural perceptions can cause persistent over time discrimination towards individuals from local ethnic groups through hindering their justified by merit socio-economic mobility.

This research covers (Department):

    • School of Management

This research covers (SDGs):

Is this available through open access?

    • No
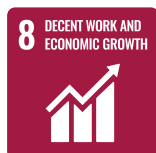
[Publication link](#)

44.12 On the nomadic ethical placemaking of the rural idyll

This is a

    • Conference paper/proceedings

Authors

    • Dr Alessandro Graciotti, School of Management, Swansea University

Date of publication

June, 2025

What conference was this presented at?

    • Manchester Metropolitan University's Place Knowledge Platform Symposium

Abstract or Summary of Publication

The rural idyll conveys utopian aspirations, repressed by advanced capitalist market logics. Drawing on Braidotti's nomadic ethics, I propose a radically non-anthropocentric conceptualisation of the rural idyll, grounded in local food consumers' life-affirming desire to landscape a rural idyllic virtuality – a Deleuzoguattarian 'rural of the future' in which the human becomes ontologically imperceptible.

What would be the ideal impact of this research in the field and/or in society?

This research proposes a novel approach to placemaking in critical human geography and rural studies, and allows for the conceptualisation of new modes of ethical behaviour in the field of consumer ethics. It provides a new lens through which communities, businesses, and policymakers can landscape (and therefore simultaneously consume and produce) more socioecologically just rural spaces and agri-food systems.

This research covers (Department):

- Marketing
- Management

This research covers (SDGs):

Is this available through open access?

- No
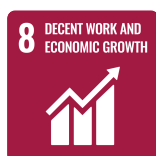
[Publication link](#)

44.13 The placemaking of food tourism products: A new materialist rhythmanalysis of food trails

This is a

- Conference paper/proceedings

Authors

- Dr Alessandro Graciotti, School of Management, Swansea University
- Prof Morven McEachern, University of Chester
- Dr Lisa Harkness, Ulster University
- Dr Claire McCamley, Independent Researcher

Date of publication

June, 2025

What conference was this presented at?

• International Critical Management Studies Conference

Abstract or Summary of Publication

A key example of how food tourists engage in both the consumption of place and the development of a place identity, or 'realm of meanings' of place, is the *food trail*. Extant research describes food trails as a place marketing strategy to rebrand locations based on their local food offerings, transforming agri-food sites and food industry establishments (including the hospitality sector) into consumption spaces. This process involves collaboration with local stakeholders to map out an area and develop a distinct place identity through the creation of structured or unstructured itineraries. However, the theoretical development of the 'food trail' concept remains limited, especially from a critical perspective emphasising its iterative, mobile nature. This study aims to advance our understanding of food tourism and place-making by proposing a conceptual definition of 'food trail' that emphasises its spatiotemporal, mobile nature as assemblage. Indeed, we argue that, due to their iterative, 'touring' nature, food trails entail a rhythmic form of space production, involving the flow of capital, people, energy, and matter, including non-human entities. Considering the affective human/non-human nature of spatiotemporal assemblage, we develop a new materialist interpretation of Lefebvre's (2013) rhythmanalysis, and advance an original conceptualisation of the food trail concept by exploring two food trails in the UK, namely the Bowland and Bay Foodie Adventure in England and the LegenDerry Network in Northern Ireland.

What would be the ideal impact of this research in the field and/or in society?

This research contributes to critical tourism management, as well as to place management and development, through a regenerative place marketing perspective. It also bridges assemblage theory and rhythmanalysis, both theoretically and methodologically. In doing so, it adds critical nuance to how sustainable agri-food system planners and tourism managers can foster place-based partnerships for developing and implementing more-than-human experiences of 'food-and-place' for tourists and local consumers. These insights advance tourism and place products that move beyond advanced capitalist and productivist logics.

This research covers (Department):

• Marketing
• Management

This research covers (SDGs):

Is this available through open access?

- No

[Publication link](#)

44.14 Placemaking virtualities? The nomadic ethics of rural idyllic otherness from a local food consumer perspective

This is a

- Conference paper/proceedings

Authors

- Dr Alessandro Graciotti, School of Management, Swansea University

Date of publication

June, 2025

What conference was this presented at?

- International Critical Management Studies Conference

Abstract or Summary of Publication

What are the ontological and meta-ethical conditions for a *truly* non-anthropocentric ethical placemaking? Drawing on a new materialist critique of the environmental metaethical concept of nature's otherness, this research advances our understanding of the relationship between local food consumption and the construction of a rural idyllic 'other'. It argues for a radically non-anthropocentric, posthuman perspective on ethical placemaking. Viewing local food consumers as 'landscapers', this exploratory study – based on 20 in-depth interviews with local food consumers from the Italian region of Marche – reveals how participants' narratives of local food consumption develop a (Deleuzoguattarian) 'virtual' rural idyll. This idyll is performed through the consumption of food that embodies inter/intra-actional webs of relations between human and non-human rural idyllic 'other' matter, driven by a life-affirming pursuit of the actualisation of nomadic ethical desire. Findings show that participants seek to affirm this nomadic ethical desire through placemaking practices that instantiate the politics of *bios* vs. *zoe*, in a fleeting trajectory toward becoming-other with nature. This translates into a self-disinterested, non-profit-minded process of placemaking rural space. Thus, this research not only deepens our understanding of rural idyllic otherness but also highlights the potential of ethical placemaking to actualise 'virtualities'. Rethinking local food consumption as a nomadic ethical placemaking practice aimed at 'respecting nature' can provide a meaningful pathway toward sustainable agri-food system development at the city-region level.

What would be the ideal impact of this research in the field and/or in society?

This research introduces the novel concept of 'nomadic ethical placemaking', contributing to new materialist metaphysics and critical human geography. Applied to rural studies and local food consumption, it also extends into consumer ethics and place management and development. By reconceptualising how the rural idyll shapes local food consumers' discourses and practices, this research provides practical implications for communities, businesses, and policymakers to develop and implement non-anthropocentric ethical configurations of rural space, disentangled from liberal individualist values and neoliberal market logics.

This research covers (Department):

- Marketing
- Management

This research covers (SDGs):

Is this available through open access?

- No
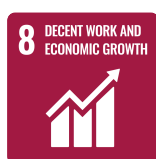
[Publication link](#)

44.15 Nomader happier? A non-representational autoethnography of protoacademic desire in the 3rd-century Industrial Society

This is a

- Conference paper/proceedings

Authors

- Dr Alessandro Graciotti, School of Management, Swansea University
- Alessia Derudas, Independent Researcher

Date of publication

June, 2025

What conference was this presented at?

   • International Critical Management Studies Conference

Abstract or Summary of Publication

This is an itinerant, site-specific installation exhibition that draws on an ongoing non-representational (auto)ethnographic research project. The research offers a critique and in-depth analysis of the vulnerabilities and precarities of PGRs and ECRs in contemporary academic environments, extending beyond the present unsustainable academic job market. The authors invite visitors of the installation (a multi-media autoethnographic artefact) to enter the *норка*, a nomadic refuge both conceptual and real - in actuality, it's real because it's conceptual (potentia). The installation is built with a lightweight, portable structure. Inside, visitors can take shelter in a semi-transparent, enveloping environment - one that offers a sense of seclusion without completely cutting off the outside world. They will find a CD player and headphones, which they can use to listen to an original piece composed by the musician Aspect Ratio (Dr Alessandro Graciotti). Inside the норка, they will also find a simulacrum of this autoethnographic 'music-story' installation-assemblage: a print of an original photograph by the artist eladris (Alessia Derudas). These elements within the structure *speak* the personal events as narrated and conceptualised by the authors. Visitors are invited to contribute by sharing a piece of music that represents their own (protoacademic) shelter, using the QR code provided on the exhibition leaflet. The multiplicities of song-'shelters' shared by visitors will come together to form a collective норка, which will take shape as a public playlist available on the project's YouTube channel (@n0maderhappi3r) after the event.

What would be the ideal impact of this research in the field and/or in society?

The ideal impact of this research lies in its capacity to reframe how PGR and ECRs' vulnerability and precarity in academia are understood and collectively experienced. It extends critical debates in new materialist philosophy, psychoanalysis, higher education, human geography, and creative ethnographic methods by offering an embodied, multi-media, site-specific methodology that goes beyond textual critique and opens space for experimental, affective modes of inquiry. Through the itinerant installation, the project models how non-representational, autoethnographic practices can produce knowledge otherwise, foregrounding precarity not just as an object of analysis but as a lived, sensorially mediated condition. In society more broadly, the installation has the potential to generate empathy, solidarity, and collective agency by making visible and tangible the hidden struggles of PGRs and ECRs. The *норка* as a conceptual-refuge offers participants a momentary withdrawal from the demands of neoliberal academia, while the co-creation of the collective playlist enacts a shared archive of 'shelters', foregrounding music as a medium for resistance, care, and connection. Ideally, the research will stimulate conversations that destabilise dominant narratives of how subjects (dis)organise desire, competitiveness, and individualism, contributing instead to imaginaries of more sustainable, relational, and anti-capitalist academic and social futures.

This research covers (Department):

• Management

This research covers (SDGs):

Is this available through open access?

• No

[Publication link](#)

44.16 'The Planting of a Seed'. Sustaining community at a time of climate and ecological emergency.

This is a

• Senedd Event

Authors

• Dr Jennifer Rudd (Swansea University)
• Friends and Neighbours Neath

Date of publication

June, 2025

What conference was this presented at?

• Senedd Event

Abstract or Summary of Publication

You are warmly invited to attend the screening of the short film *"The Planting of a Seed: Sustaining Community at a Time of Climate and Ecological Emergency",* sponsored by Sioned Williams MS.

4 June 2025

12 – 13:30

Pierhead Main Hall, The Pierhead

This film, made by Sant Films, focuses on F.A.N Community Alliance, a community group in Neath that is working to build a stronger, more resilient community in the face of significant social, economic, and environmental challenges.

The event will include several speakers and an opportunity for questions and answers.

What would be the ideal impact of this research in the field and/or in society?

To scale up this initiative across Wales.

This research covers (Department):

 • School of Management

This research covers (SDGs):

Is this available through open access?

 • Yes

[Publication link](#)

Attachment

Planting of a Seed	View document ↗ Download document ⤓

45. Share Publications

45.1 The Well-Being of Future Generations Act (Wales, 2015): towards an ecosystem perspective

This is a

 • Peer-reviewed article

[DOI](#)

Authors

 • Beth Cummings, Swansea University.

 • Dr Samantha Burvill, Swansea University.

 • Dr Robert Bowen, Cardiff University

Date of publication

September, 2025

What conference was this presented at?

 • National or international discipline-specific conference

Abstract or Summary of Publication

Purpose

Recent times have seen an increasing emphasis on sustainable development as a means of enacting positive regional change. There has also been an emergence in discussions around well-being and its role in promoting holistic sustainable development, such as in Wales through the Well-Being of Future Generations Act (Wales). This paper aims to investigate the role that the Well-Being of Future Generations Act (Wales) currently plays in the ecosystem across South West Wales and ways in which the Well-Being Act could be developed and implemented further.

Design/methodology/approach

This qualitative research is based on seven semi-structured interviews conducted with participants drawn from a range of entrepreneurial ecosystem actors in South West Wales, UK. Interview data were analysed using thematic analysis, leading to the establishment of seven themes.

Findings

The findings suggest that there is passion and positivity around the Well-Being of Future Generations Act amongst ecosystem actors. However, policymakers need to consider how to extend the reach of the principles of the Well-Being of Future Generations Act beyond public bodies. This could be achieved through more effective communication of the values of the act and increased collaboration between various stakeholders.

Originality/value

The concept of well-being remains relatively new in the context of regional economic development and therefore requires closer investigation, particularly how this can be evaluated. Wales is one of three countries worldwide to implement well-being legislation, and there is a lack of research examining the implementation of the Well-Being Act, particularly from regional development and an entrepreneurial ecosystem perspective.

What would be the ideal impact of this research in the field and/or in society?

The findings suggest that there is passion and positivity around the Well-Being of Future Generations Act amongst ecosystem actors. However, policymakers need to consider how to extend the reach of the principles of the Well-Being of Future Generations Act beyond public bodies. This could be achieved through more effective communication of the values of the act and increased collaboration between various stakeholders

This research covers (Department):

• Business Administration

This research covers (SDGs):

Is this available through open access?

- Yes
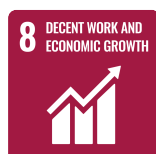
[Publication link](#)

45.2 Family Business Ethics: A Literature Review and Research Agenda

This is a

- Peer-reviewed article

Authors

- Dr Marcos Ferasso (Lusófona University)
- Tatiana Beliaeva (Lyon Catholic University)
- Professor Sascha Kraus (University of Siegen)
- Professor Paul Jones (Swansea University)

**Date of publication**

September, 2025

Abstract or Summary of Publication

Ethical issues in family businesses become increasingly relevant for businesses, societies and, consequently, organization scholars which manifests in a growing number of publications in the field over the years. Considerable knowledge generated in the area needs to be systematically structured and synthesized. This study reviewed 162 articles published over the last three decades (1989–2023) to map the intellectual and conceptual structure, and future research opportunities in the family business ethics field. Co-citation analysis highlighted four main groups of scholars influencing the field. The bibliographic coupling distinguished five thematic clusters: succession, religion and goodwill, entrepreneurship and innovation, ethical dilemmas, and values and ethical behavior. Sentiment analysis revealed that scholars explored more positive than negative terms associated with family business ethics. Finally, co-occurrence network analysis suggested the emerging keywords and potential research questions, organized into five research themes, for further development of the family business ethics field.

This research covers (Department):

- School of Management

This research covers (SDGs):

Is this available through open access?

- Yes
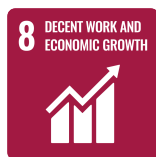
[Publication link](#)

45.3 Risk exposure in ESG-driven portfolios: A wavelet study within the tail-concerned insurance sector

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Francisco Jareño, Universidad de Castilla-La Mancha, Facultad de CC. Económicas y Empresariales, Plaza de la Universidad, 1. 02071, Albacete, Spain
- Carlos Esparcia, Universidad de Castilla-La Mancha, Facultad de CC. Económicas y Empresariales, Plaza de la Universidad, 1. 02071, Albacete, Spain
- Giulia Fantini, Hawkes Centre for Empirical Finance, School of Management, Department of Accounting and Finance, Swansea University Bay Campus, Fabian Way, SA1 8EN Swansea, United Kingdom

Date of publication

September, 2025

Abstract or Summary of Publication

This paper employs wavelet analysis methodology to examine the pairwise time-frequency connectedness and lead-lag relationships between ESG rating changes and insurance equity portfolios' risk exposure. Focusing on the influence of ESG rating changes rather than absolute levels, it contributes to existing research, shedding light on the nuanced dynamics within the insurance sector. The findings underscore the importance of incorporating ESG considerations into portfolio risk assessments for policymakers and portfolio managers alike. Notably, the study reveals the impact of ESG upgrades on portfolio risk exposure, suggesting potential higher returns but also higher total volatility. Moreover, disaggregate risk (total, downside and upside) analysis uncovers insights into environmental, social, and governance factors, emphasizing the relevance of navigating beyond the total volatility and the overall ESG ratings.

These insights inform adaptive risk management strategies aligned with evolving ESG standards, contributing to sustainable and risk-conscious economic and investment decisions within the insurance sector.

What would be the ideal impact of this research in the field and/or in society?

This research shows that when insurance companies improve their ESG (Environmental, Social, Governance) ratings, they can reduce financial risk in their investment portfolios. It uses a special method called wavelet analysis to study how these changes affect risk over time. The study found that ESG upgrades often lead to lower risk, especially in the long term. This means that companies focusing on sustainability and good governance may be safer investments. The research can help investors, insurance firms, and policymakers make better decisions that support both financial stability and social responsibility.

This research covers (Department):

 • Accounting

This research covers (SDGs):

Is this available through open access?

 • No
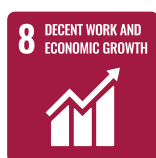
[Publication link](#)

45.4 Developing a Model of Circular Economy Engagement for Public Sector Organizations

This is a

 • Peer-reviewed article

[DOI](#)

Authors

 • Dr Gary Walpole (Cardiff Metropolitan University)
 • Dr Emily Bacon (Swansea University)
 • Dr Tegwen Malik (Swansea University)
 • Professor Nicholas Rich (Swansea University)

Date of publication

February, 2025

Abstract or Summary of Publication

Public service organizations (PSOs) are well placed to leverage the opportunities a circular economy (CE) transition presents and are obliged to deliver social value. Recent academic literature suggests that the term 'circular economy' is a contested concept, suggesting that context (among other variables) is important. This article draws on a contemporary definition, developed from an analysis of 221 definitions, to frame understanding for public service practitioners and comment on their contextualization of the term. Contemporary research suggests that adoption of CE principles within UK PSOs is minimal, due to limited understanding of CE, together with PSOs' underdeveloped innovation capabilities. This article draws on nascent research that has explored PSOs' perspectives on CE and published frameworks for the implementation of CE principles. The objectives of the article are to identify, discuss and develop the understanding of CE and its implementation within PSOs and to present a framework that builds on existing research and provides practitioners with a model that better develops their understanding of how to approach CE innovation.

What would be the ideal impact of this research in the field and/or in society?

Humans face an existential crisis if we fail to transition to a circular economy (CE) and reduce fossil fuel consumption. Public service organizations (PSOs) are major employers and owners of significant physical estates and procure hundreds of billions in products and services annually. The UK government aims to achieve 'net zero' environmental targets by 2030 but has left PSOs to operationalize strategy without clear methodologies and with ambiguous terms. This article explores and articulates public service practitioners' understanding of CE principles and their approaches to implementation, to develop a model that enhances practitioners' understanding of CE and enables practitioners to more fully understand how to approach implementation of circle economy principles. This article presents evidence from practitioners from multiple PSOs, located in Wales, who are engaged with contextualizing CE and implementing CE principles at an organizational level.

This research covers (Department):

- School of Management

This research covers (SDGs):

Is this available through open access?

- Yes

Publication link

45.5 Highly Reliable Organisations and Sustainability Risk Management: Safety Cultures in the Nigerian Oil and Gas Supply Chain Sector

This is a

- Peer-reviewed article

DOI

Authors

- Dr Ashem Emmanuel Egila (Coventry University)
- Dr Muhammad Mustafa Kamal (University of Exeter)
- Dr Sachin Kumar Mangla (Plymouth Business School)
- Professor Nicholas Rich (Swansea University)
- Dr Benny Tjahjono (Coventry University)

Date of publication

November, 2024

Abstract or Summary of Publication

This study investigates the environmental consequences of pursuing profits in the oil and gas industry, focusing on Nigeria. It examines the role of top management commitment, safety culture and stakeholder risk prioritisation in the industry. By sur-veying 441 stakeholders, this study highlights the importance of extensive stakeholder engagement and a systemic supply chainapproach in building resilience and shaping sustainable practices. The findings reveal that stakeholder risk perception influences sustainability risk management; however, variations in risk prioritisation between internal and external stakeholders remain a challenge. The study advocates for a paradigm shift and emphasises the crucial role of high-reliability management in guiding organisations towards effective risk mitigation strategies for the industry's immediate health, communities, environment and future.

This research covers (Department):

- School of Management

This research covers (SDGs):

Is this available through open access?

• Yes
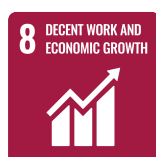
[Publication link](#)

45.6 On the Implications of NPD Process Management on DRR Solutions Management

This is a

• Peer-reviewed article

[DOI](#)

Authors

• Dr Pouya Sarvghad Moghadam (Swansea University)
• Professor Nicholas Rich (Swansea University)
• Dr A S Moghaddam (International Institute of Earthquake Engineering and Seismology)
• Dr Sara Naghavi (International Institute of Earthquake Engineering and Seismology)

Date of publication

August, 2024

Abstract or Summary of Publication

The ability to compress time and enhance process quality are key determinants of effective New Product Development (NPD) and equally Disaster Risk Reduction (DRR) management. This paper explores the qualitative relevence of an Analytical Hierarchy Process (AHP) derived unified conceptual model of correlation coefficients between NPD sub-factors of success and performance measures drawn from dominant classical NPD models. The paper shows the application of the conceptual model to compare base isolation with damper technologies that are amongst the most advanced earthquake risk reduction strategies. The study finds that there are significant benefits for successful knowledge transfer between NPD and civil engineering and earthquake resilience engineering sectors and many potential academic and professional benefits from doing so.

This research covers (Department):

• School of Management

This research covers (SDGs):

Is this available through open access?

• No

Publication link

45.7 Young is fun: examining the inter-relations of organisational play and age.

This is a

• Peer-reviewed article

DOI

Authors

• Dr Cara Reed (Cardiff University)

• Dr Helen Williams (Swansea University)

• Professor Katrina Pritchard (Swansea University)

**Date of publication**

June, 2025

Abstract or Summary of Publication

This article addresses current limitations in theorisations of fun, introducing Turner's liminoid/liminal distinction of play and work. This suggests engaging in play – liminoid phenomena – releases individuals from everyday societal structures, like age-based identity memberships. Featuring participant data from a large UK-based insurance firm, the research highlights how play activities are underpinned by age-related assumptions. The study makes three contributions. First, conceptualising the 'pseudo-liminoid' – a space between work and play where the potential for play to be freeing is curtailed. Second, it problematises common positive attributes of organisational play, suggesting play can reproduce social norms, thus undermining why it was introduced to the organisation. Finally, it highlights how play and fun can be 'aged', with implications for how organisations conceive of play's role in creating an inclusive workplace.

This research covers (Department):

• School of Management

This research covers (SDGs):

Is this available through open access?

  • Yes
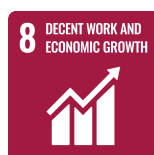
Publication link

45.8 Methodological reflections on tracing networked images

This is a

  • Peer-reviewed article

Authors

  • Professor Katrina Pritchard (Swansea University)
  • Dr Helen Williams (Swansea University)
  • Dr Maggie Miller (School of Hospitality and Tourism, George Brown College)

Date of publication

January, 2025

Abstract or Summary of Publication

Purpose
Many scholars highlight a need for reflexive methodological accounts to support visual research. Therefore, this paper offers detailed reflection on the methods involved in tracing and analysing 248 commercial images of entrepreneurship. This account supports our published work examining entrepreneurial masculinities and femininities, which conceptualised the gendering of entrepreneurial aesthetics, and proposed the significance of image networks in the reproduction of neoliberal ideals.

Design/methodology/approach
Now based on further methodological reflexivity, we offer insights on both the possibilities and challenges of tracing networked images by reviewing four methodological complexities: reflexive engagement with online images; working with and across platforms; tracing as a potentially never-ending process and montage approaches to analysis.

Findings
Our account focuses on a specific form of imagery – commercial images – on a certain representation – the gendered entrepreneur – and on a particular complex site of encounter – online. This work mapped a visual repertoire of gendered entrepreneurship online by tracing

visual constructions of entrepreneurial masculinity and femininity. In this paper, we open the methodological "black box" of our study and explain our belief that methodological advances can only be built through exposing our working practice.
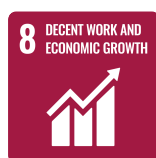
Originality/value

Through our detailed reflective account, we aim to open discussions to aid development and use of complex visual methods online.

This research covers (Department):

- School of Management

This research covers (SDGs):

Is this available through open access?

- Yes

[Publication link](#)

45.9 Assessing the impact of MSMEs entrepreneurial competency on transformational entrepreneurship in a developing economy

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Dr Odafe Martin Egere (University of Kent)
- Dr Gideon Maas (Coventry University)
- Professor Katrina Pritchard (Swansea University)

Date of publication

June, 2025

Abstract or Summary of Publication

Previously, it was recognized that Micro, Small and Medium Enterprises (MSMEs') entrepreneurial competencies (EC) play a critical role in supporting MSMEs' systemic development. However, there is minimal literature regarding how MSMEs' characteristics

impact ECs in sustaining their systemic development towards producing transformational entrepreneurship (TE). This study addresses this gap and provides an increased understanding of the phenomenon. In this correlational, quantitative study, the MSMEs characteristics and ECs were tested with data collected from 576 MSMEs using SPSS. The study found a positive correlation between the MSMEs' characteristics and ECs. The study identified Nigerian MSMEs' deficit of essential ECs (business ethics, business management, business strategy, financial management, marketing management, and opportunity identification). The study discussed how TE outcomes in Nigeria would assist theory and practice by focusing on ECs development. In addition, it offers potential benefits for developing economies with similar economic conditions. Future research opportunities are also identified.

This research covers (Department):

   • School of Management

This research covers (SDGs):

Is this available through open access?

   • Yes
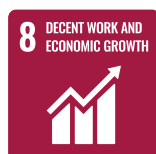
[Publication link](#)

45.10 Financing sustainability: Sustainable institutional investors and bank loan access

This is a

   • Peer-reviewed article

[DOI](#)

Authors

   • Dr Suyang Li (Swansea University)
   • Dr Lu Qiao (Leeds University)
   • Dr Boru Ren (Swansea University)
   • Dr Zilong Wang (University of Cambridge)

Date of publication

June, 2025

Abstract or Summary of Publication

This study examines the role of sustainable institutional investors in enhancing portfolio firms' access to bank loans. Utilising the Principles for Responsible Investment (PRI) signatory status as a marker of commitment to responsible investing, we find that being held by these responsible investors not only enables firms to borrow more but also at a lower cost. Further analysis shows that the advantages in loan market access are due to the presence of sustainable institutional investors serving as a signal of the credibility of firms' ESG profiles, which aligns long-term growth goals and reduces shareholder−creditor conflicts. Being held by sustainable institutional investors also allows firms to avoid green and sustainability-linked loans that, whilst supporting their ESG development, require stricter monitoring than conventional loans. Additionally, we document that the negative relationship between sustainable investors and carbon emissions is more pronounced for firms that have obtained loans compared than those that have not. Overall, this study highlights the importance of financing support for sustainable institutional investors in fulfilling sustainability commitments and highlights the synergy between different financial markets in curbing carbon emissions.

This research covers (Department):

- School of Management

This research covers (SDGs):

Is this available through open access?

- Yes
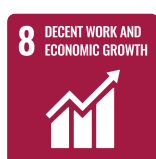
[Publication link](#)

45.11 Workplace objectification: A review, synthesis, and research agenda

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Dr Bibi Zhang (Swansea University)
- Professor Barbara Wisse (University of Groningen)

• Professor Robert Lord (Durham University)

**Date of publication**

July, 2025

Abstract or Summary of Publication

Objectification – treating human beings as instrumental tools deprived of agency and experience – is inherent in many organizational practices, as employers hope that it may further their interest in profit-making. However, workplace objectification undermines target employees' interests and well-being. This systematic review seeks to address this conflict by discussing relevant theories and empirical studies on workplace objectification. Based on an analysis of 78 studies, this review summarizes and integrates what is known about antecedents and consequences of workplace objectification from three different perspectives: Objectifying others, self-objectification, and experiencing objectification. This review shows that people objectify others to achieve performance and extrinsic goals or to reduce subjectivity uncertainty, while thwarting the objectified targets' fundamental control, belonging, and self-esteem needs. We provide a comprehensive framework that integrates the extant literature on workplace objectification and offer theoretical and methodological recommendations. We conclude by discussing how juxtaposing conflicting elements in workplace objectification can help create a more virtuous cycle.

This research covers (Department):

• School of Management

This research covers (SDGs):

Is this available through open access?

• Yes
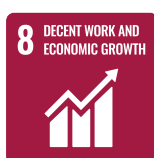
[Publication link](#)

45.12 Transitioning to Sustainability: Dynamic SpilloversBetween Sustainability Indices and Chinese Stock Market

This is a

• Peer-reviewed article

[DOI](#)

Authors

- Dr Hongjun Zeng (RMIT University)
- Professor Ramzi Benkraiem (Audencia Business School)
- Dr Mohammad Zoynul Abedin (Swansea University)
- Professor Petr Hajek (University of Pardubice)

Date of publication

April, 2025

Abstract or Summary of Publication

This paper investigates the dynamic transition of the Chinese stock market towards a just and sustainable future by examining the tail risk connectedness and frequency-quantile dependence between a series of sustainability indices and Chinese stock market sectors. Employing the novel TVP-VAR-CAViaR connectedness method and the wavelet quantile correlation (WQC) method, we capture the evolving relationship between sustainability factors and market performance. Considering the significant, far-reaching, and lasting effects of such uncertainties on the financial markets, our analysis provides essential guidance for investors and policymakers alike in navigating decisions and crafting regulations.

This research covers (Department):

- School of Management

This research covers (SDGs):

Is this available through open access?

- Yes
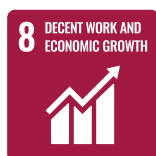
[Publication link]

45.13 AI versus tradition: shaping the future of higher education

This is a

- Peer-reviewed article

[DOI]

Authors

- Professor Isabella Margarethe Venter (University of the Western Cape)

• Professor Rénette Julia Blignaut (University of the Western Cape)

• Dr Desiree Joy Cranfield (Swansea University)

• Dr Andrea Tick (Obuda University)

• Dr Soha El Achi (Arab Open University)

Date of publication

March, 2025

Abstract or Summary of Publication

Purpose
This research aims to investigate the use of conversational artificial intelligence (CAI) in academic practice through the lens of activity theory, which emphasises the mediation of human actions by tools within a social context. Additionally, it seeks to determine if and how the results of qualitative analysis differ when using traditional qualitative analysis software tools compared to using artificial intelligence tools.

Design/methodology/approach
A pragmatic approach to the research design was used. The data collection phase included a survey, with open- and closed-ended questions and was distributed to academics in four countries (South Africa, Hungary, Lebanon and Wales). The data analysis phase included a mixed-methods approach integrating and interpreting both types of data to leverage the strengths of both qualitative and quantitative insights. Furthermore, traditional qualitative analysis methods and artificial intelligence tools were used for the analysis phase, allowing for a comprehensive understanding of the interactions between academics and these tools.

Findings
Younger academics used CAI more for research than teaching, with academics from the science faculty using it more for teaching, and business management lecturers using it more for research. While viewed positively, concerns arose about ethics and educational alignment. This research shows how CAI supports qualitative analysis by saving time and suggesting new directions.

Originality/value
Using an "activity theory" theoretical lens, with a pragmatic approach, the research explores how CAI tools impact academic practices. The study enriches theoretical discourse and offers practical recommendations for education.

This research covers (Department):

• School of Management

This research covers (SDGs):

Is this available through open access?

 • Yes

[Publication link](#)

45.14 Corporate Digital Responsibility: A Preliminary Review Corporate Digital Responsibility: A Preliminary Review

This is a

 • Conference paper/proceedings

Authors

 • Ahmed Alkredes, PhD Student, Swansea University

 • Professor Denis Dennehy, Swansea University

 • Professor Yogesh Dwivedi

 • Dr. Sian Roderick

Date of publication

November, 2024

What conference was this presented at?

 • Saudi CIS 2024 Proceedings

Abstract or Summary of Publication

Abstract

Corporate Digital Responsibility (CDR) has become a vital focus in business and academia, addressing the

ethical challenges of digital technology advancement. This paper provides a structured overview of CDR

literature from 2013 to 2023 through a systematic literature review (SLR) approach, which follows a

rigorous process divided into three phases: planning (goal setting and literature identification), conducting (screening literature), and documenting (literature selection and reporting themes/findings).

Searches across multidisciplinary databases such as Scopus, AIS, and Google Scholar led to the selection

of 65 relevant papers. The SLR identified key dimensions, benefits, challenges, and frameworks in CDR.

The findings emphasise the integration of CDR into business decisions and sustainability reporting,

extending traditional Corporate Social Responsibility (CSR). Ethical considerations, stakeholder trust,

and social justice are central themes. Effective CDR enhances corporate reputation, builds trust, and

offers competitive advantages, but challenges such as clear ethical guidelines and resources remain. The

review demonstrates growing scholarly attention to CDR, highlighting the need for interdisciplinary

research and practical recommendations. The study calls for further research to develop ethical frameworks and guidelines, fostering responsible digital practices aligned with ethical standards and

stakeholder expectations.

This research covers (Department):

- Business Analytics

This research covers (SDGs):

All SDGs included

Is this available through open access?

- Yes

45.15 Diverse approaches: educator-centric insights into design thinking practices in entrepreneurship education

This is a

- Peer-reviewed article

DOI

Authors

- Dr Hannah Laura Schneider (Stuttgart Media University)
- Professor Louisa Huxtable-Thomas (Swansea University)
- Dr Robert Bowen (Cardiff University)

• Professor Nils Högsdal (Stuttgart Media University)

Date of publication

October, 2024

Abstract or Summary of Publication

Purpose

Design thinking (DT) has emerged in a variety of educational contexts within entrepreneurship and debate continues on the value of integrating DT into entrepreneurship education (EE). Although DT is increasingly recommended for EE practice (Baciagalupo *et al*., 2020), there are scarce insights into how entrepreneurship educators apply and/or integrate DT into their practice. This study uses a constructivist paradigm of education to answer questions about the educational practice when integrating DT, with a view to understanding the schema that educators construct when encouraging learners to construct their own knowledge.

Design/methodology/approach

This study follows a qualitative, interpretive approach, drawing upon semi-structured interviews from 29 entrepreneurship educators from higher education in the UK and Europe. Thus, this study puts focus on the quality of the DT integration in EE – from an educator's perspective.

Findings

There exists a difference between the scholarly proposed integration of DT and the enacted practice within the classroom. Analysis identified four forms (selective, idea-centric, procedural and holistic) of DT integration in the context of EE, as well as insights into the practical barriers and motivations for utilizing DT. In particular, this study has identified an opportunity for appropriate training of the educators to extend their awareness of the principles of DT.

Originality/value

This research has identified four novel and distinct ways in which DT can be integrated with(in) EE. This allows educators to be more reflexive about why and how they utilize DT in their classrooms, addressing an apparent lack of this understanding in contemporary practice.

This research covers (Department):

• School of Management

This research covers (SDGs):

Is this available through open access?

- Yes

[Publication link](#)

45.16 The trade-off frontier for ESG and Sharpe ratio: a bootstrapped double-frontier data envelopment analysis

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Professor Sabri Boubaker (Swansea University)
- Dr Tu Le (Vietnam National University)
- Professor Riadh Manita (NEOMA Business School)
- Dr Thanh Ngo (Massey University)

Date of publication

March, 2025

**Abstract or Summary of Publication**

The trade-off between the returns and the risks associated with the stocks (i.e., the Sharpe ratio, SR) is an important measure of portfolio optimization. In recent years, the environmental, social, and governance (ESG) has increasingly proven its influence on stocks' returns, resulting in the evolvement from a two-dimensional (i.e., risks versus returns) into a multi-dimensional setting (e.g., risks versus returns versus ESG). This study is the first to examine this setting in the global energy sector using a (slacks-based measures, SBM) ESG-SR double-frontier double-bootstrap (ESG-SR DFDB) by studying the determinants of the overall ESG-SR efficiency for 334 energy firms from 45 countries in 2019. We show that only around 11% of our sampled firms perform well in the multi-dimensional ESG-SR efficient frontier. The 2019 average (in)efficiency of the global energy sector was 2.273, given an efficient level of 1.000. Besides the differences in the firm's input/output utilization (regarding their E, S, G, and SR values), we found that the firm- (e.g., market capitalization and board characteristics) and country-level characteristics (e.g., the rule of law) have positive impacts on their ESG-SR performance. Such findings, therefore, are essential not only to the (responsible) investors but also to managers and policymakers in those firms/countries.

This research covers (Department):

- Accounting and Finance

• School of Management

This research covers (SDGs):

Is this available through open access?

• Yes
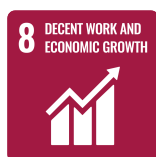
[Publication link](#)

45.17 Indigenous knowledge and information technology for sustainable development.

This is a

• Peer-reviewed article

[DOI](#)

Authors

• Associate Professor Ransome Bawak, Department of Information Systems and Supply Chain Management, Audencia Business School, Nantes, France
• Dr. Sian Roderick, Swansea University, School of Management
• Dr. Abdalla Badhrus, Muslim Education and Welfare Association, Mombasa, Kenya
• Professor Jacqueline Corbett, Faculty of Business Administration, Université Laval, Quebec City, Canada

Date of publication

May, 2025

Abstract or Summary of Publication

ABSTRACT

Despite the proliferation of IT applications worldwide, Indigenous knowledge remains marginalized in the mainstream information technology (IT) and Information Systems (IS) discourse. This special section explores tensions and opportunities at the intersection of Indigenous knowledge and digital technologies, emphasizing the need for culturally sensitive, inclusive, and ethical approaches to technological innovation. Bridging IT and Indigenous knowledge systems can foster environmental sustainability, digital equity, and social justice while preserving rich cultural heritage. This editorial introduces the special section, which presents ground-breaking research demonstrating the role of IT in Indigenous financial

inclusion, culturally sensitive partnerships, and community empowerment. It also calls for increased interdisciplinary scholarship to advance IT solutions that respect and amplify Indigenous voices. By recognizing Indigenous knowledge as a pillar of sustainable innovation, IT and IS research can contribute to a just and inclusive technological future.

This research covers (Department):

- Business Analytics
- Computer Information Systems

This research covers (SDGs):

All SDGs included

Is this available through open access?

- Yes

[Publication link](#)

45.18 Environmental innovation and climate risk awareness: The moderating role of SDG13

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Dr Md Akhtaruzzaman (Australian Catholic University)
- Professor Sabri Boubake (Swansea University)
- Dr Pandula Gamage (Australian Catholic University)
- Dr Victoria Obeng (Australian Catholic University)

Date of publication

December, 2024

Abstract or Summary of Publication

Our study examines the relationship between a firm's climate risk awareness and environmental innovation, aiming to determine how climate risk influences its competitive advantage. We further highlight the importance of SDG13: Climate Action in this relationship. Based on a sample of 22,820 firm-year observations from 45 counties during 2013–2022, the

results show a positive relationship between a firm's climate risk awareness and environmental innovation. Climate risk awareness accounts for a firm's engagement in product- and process-based environmental innovations. However, SDG13 is only relevant in shaping a firm's product environmental innovation in the presence of climate risk awareness. These results confirm the disciplinary effect of climate risk on firm innovation. Our findings provide regulators and other stakeholders with a better understanding of creating an enabling environment for a beneficial climate risk management process.

This research covers (Department):

- Management
- Finance

This research covers (SDGs):

Is this available through open access?

- Yes

[Publication link]

45.19 Environmental innovation and takeover performance

This is a

- Peer-reviewed article

[DOI]

Authors

- Dr Tanveer Hussain (University of Essex)
- Professor Tunyi Abongeh (Swansea University)
- Dr Geofry Areneke (Manchester Metropolitan University)

Date of publication

November, 2024

Abstract or Summary of Publication

Drawing from the resource-based view (RBV), we examine the effect of environmental innovation on mergers and acquisitions (M&As) announcement returns. Using an international sample of M&As for the period 2003 to 2021 and an event study methodology. We document

that acquirers with higher environmental innovation — innovative acquirers — earn average deal announcement abnormal returns that are 0.10 to 0.50percentage points higher than those earned by their non-innovative counterparts. These results are consistent across three important forms of environmental innovation (i.e.,product, process and organizational innovation) and are partly explained by the transfer of environmental innovation from the acquirer to the target. We further find that environmentally innovative acquirers are more likely to engage in majority control and cross-border acquisitions, thus emphasizing the transfer effect. Overall, we contribute to RBV by providing evidence that environmental innovation is a distinctive resource or dynamic capability that is transferable from bidders to targets in the takeover market.

This research covers (Department):

- Economics

This research covers (SDGs):

Is this available through open access?

- Yes

[Publication link](#)

45.20 Sustainable Development Through Technological Innovations and Data Analytics

This is a

- Editorial

Authors

- Dr Antoine Harfouche (University Paris Nanterre)
- Dr Mohammad I. Merhi (Indiana University)
- Dr Abdullah Albizri (Montclair State University)
- Professor Denis Dennehy (Swansea University)
- Dr Jason Bennett Thatcher (University of Colorado)

Date of publication

December, 2024

Abstract or Summary of Publication

The integration of technological innovations and data analytics into sustainable development presents an opportunity to address pressing global challenges such as climate change, resource scarcity, and social inequities. This editorial introduces the Sustainable Development Impact Through Technological Innovations and Data Analytics (SDITIDA) framework, offering a conceptual foundation for aligning technology with the United Nations Sustainable Development Goals (SDGs). Through a rigorous review process, nine articles were selected for this special issue, showcasing interdisciplinary approaches and diverse applications of technology in sustainability. These contributions examine areas such as smart home technologies, AI maturity frameworks, blockchain-enabled agricultural practices, and big data analytics for organizational performance. Collectively, the issue highlights actionable strategies for researchers, practitioners, and policymakers, advancing the discourse on the socio-technical dimensions of sustainability and promoting equitable, sustainable outcomes.

This research covers (Department):

   • School of Management

This research covers (SDGs):

Is this available through open access?

   • Yes

[Publication link](#)

45.21 Public sector innovation for sustainable development goals: A comparative study of innovation types in Thailand and Korea

This is a

   • Peer-reviewed article

[DOI](#)

Authors

   • Dr Chutima Suchitwarasan (University of Portsmouth)
   • Dr Emre Cinar (University of Portsmouth)
   • Professor Chris Simms (University of Portsmouth)
   • Dr Jae-Yeon Kim (Swansea University)

Date of publication

December, 2024

Abstract or Summary of Publication

The aim of this paper is to compare the focus (strategy, capacity, and operation) and locus (internal and external) of innovation types of Sustainable Development Goals (SDGs)-oriented public sector innovation (PSI) in Thailand and Korea and to contribute to the limited understanding of the role of national context in PSI. Our study analysed 263 SDGs-oriented innovations based on the new typology proposed by Chen et al. The findings identified that the orientation of SDGs-oriented PSI is more external and policy innovation is the most common type in both countries. These distributions, however, vary depending on the contextual differences in administrative and technological contexts, resulting in SDGs-oriented PSI in Korea emphasised on strategy focus, whereas Thailand emphasised capacity focus. This also demonstrates a temporality between strategy, capacity, and operations foci in Korea, but Thailand attempted to fill the capacity gap through SDGs-oriented innovation. Insights from this empirical study can assist public managers in selecting innovation portfolio configurations applicable to their national context.

This research covers (Department):

- School of Management

This research covers (SDGs):

All SDGs included

Is this available through open access?

- Yes

[Publication link](#)

45.22 Do ESG standards improve the bargaining power of bidders? An empirical investigation

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Professor Tunyi Abongeh, School of Management, Swansea University
- Dr Tanveer Hussain, Business School, University of Essex

Date of publication

January, 2025

Abstract or Summary of Publication

Drawing from the bargaining power hypothesis, we investigate the impact of environmental, social, and governance (ESG) standards on takeover premiums in the international takeover market. Using an international sample of 8336 mergers and acquisitions from 26 bidder countries between 2003 and 2021, we find that bidders with higher pre-deal ESG standards – ESG champions – <u>pay lower</u> premiums to win the bid auction, suggesting that better engagement of stakeholders provides higher bargaining power to ESG champions. Contrary to the stylized fact that bidders destroy shareholder value in mergers and acquisitions, the results show that all bidders are not the same, and those with higher ESG standards enjoy takeover benefits. We also show that board independence and <u>minority shareholder</u> protection are potential channels through which ESG champions pay fair premiums to targets. Finally, the results document that ESG champions select targets from dissimilar <u>industries</u> and engage in cross-border deals to strengthen their reputation among stakeholders. Our results pass several robustness tests and hold after addressing the endogeneity issue. Overall, our findings dispense new evidence on how ESG standards increase the bargaining power of focal firms to negotiate on better terms with targets.

What would be the ideal impact of this research in the field and/or in society?

Ideal Impact of the Research

This research has the potential to reshape how academics, practitioners, and policymakers think about the intersection of ESG practices and corporate control markets. At the **academic level**, our study advances the literature by providing robust evidence that ESG performance is not merely a matter of compliance or ethical signaling but a strategic lever that shapes value creation in mergers and acquisitions. By linking ESG standards to lower takeover premiums and improved post-deal outcomes, the study encourages further theoretical development on the bargaining power hypothesis and stakeholder theory in corporate finance, opening avenues for future research on how intangible assets like trust and reputation affect corporate negotiations.

At the **practical level**, this research provides actionable insights for managers and investors. It demonstrates that strong ESG practices can enhance a firm's strategic position, allowing it to negotiate more favorable deal terms and ultimately create shareholder value. This evidence supports boards and executives in prioritizing ESG investments, not just as a matter of corporate social responsibility but as a driver of competitive advantage.

For **policy and society**, the findings contribute to ongoing debates about the materiality of ESG and its role in sustainable capitalism. Showing that ESG champions can pay fair (not excessive) premiums while still creating value may encourage regulators and institutional investors to

promote ESG adoption, reinforcing governance standards and stakeholder trust globally. This could lead to more efficient capital allocation, fairer treatment of minority shareholders, and a corporate ecosystem where sustainability and financial performance are mutually reinforcing.

This research covers (Department):

- Accounting
- Business Administration
- Finance

This research covers (SDGs):

All SDGs included

Is this available through open access?

- Yes

[Publication link](#)

Attachment

ESG and Takeovers_JEMA	View document ↗ Download document ⤓

45.23 Environmental innovation and takeover performance

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Professor Tunyi Abongeh, School of Management, Swansea University
- Dr Tanveer Hussain, Business School, University of Essex
- Dr Geofry Areneke, Business School, Manchester Metropolitan University

Date of publication

June, 2024

Abstract or Summary of Publication

Drawing from the resource-based view (RBV), we examine the effect of environmental innovation on mergers and acquisitions (M&As) announcement returns. Using an international sample of M&As for the period of 2003–2021 and an event study methodology, we document

that acquirers with higher environmental innovation—innovative acquirers—earn average deal announcement abnormal returns that are 0.10–0.50 percentage points higher than those earned by their non-innovative counterparts. These results are consistent across three important forms of environmental innovation (i.e., product, process, and organizational innovation) and are partly explained by the transfer of environmental innovation from the acquirer to the target. We further find that environmentally innovative acquirers are more likely to engage in majority control and cross-border acquisitions, thus emphasizing the transfer effect. Overall, we contribute to RBV by providing evidence that environmental innovation is a distinctive resource or dynamic capability that is transferable from bidders to targets in the takeover market.

What would be the ideal impact of this research in the field and/or in society?

Ideal Impact of the Research

This study has the potential to shift both scholarly and practical thinking on the strategic value of environmental innovation in corporate acquisitions. At the **academic level**, our findings deepen the resource-based view by showing that environmental innovation is not only a source of firm-level competitive advantage but also a transferable capability that generates value in the market for corporate control. By linking innovation to superior market reactions at deal announcements, we open new avenues for research on how intangible, sustainability-oriented capabilities shape acquisition strategy, deal structure, and post-merger integration outcomes.

For **managers and investors**, the research underscores the financial relevance of environmental innovation as a strategic asset. Our results suggest that investing in product, process, and organizational innovations that address environmental challenges enhances a firm's ability to capture value when pursuing acquisitions. This insight can guide executives in positioning their firms as attractive, innovative bidders and in designing acquisition strategies that maximize synergies through capability transfer.

At the **societal and policy level**, our findings support the broader narrative that environmental innovation is not merely a cost of doing business but a value-creating activity that drives sustainable economic growth. By demonstrating that innovative acquirers enjoy superior market rewards, the study can encourage regulators, policymakers, and institutional investors to incentivize environmental R&D and innovation adoption. Over time, this can promote a virtuous cycle where firms invest more in green technologies, leading to wider diffusion of sustainable practices across industries and borders.

This research covers (Department):

- Accounting
- Finance
- Business Administration

This research covers (SDGs):

Is this available through open access?

• Yes

[Publication link](#)

Attachment

Bus Strat Env - 2024 - Hussain - Environmental innovation and takeover performance

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45.24 Corporate Governance Structure and Climate-Related Financial Disclosure: Conventional Banks vs Islamic Banks,

This is a

• Peer-reviewed article

[DOI](#)

Authors

• Professor Tunyi Abongeh, School of Management, Swansea University
• Dr Rasim Simsek, University of Sheffield
• Professor Sabur Mollah, University of Sheffield

Date of publication

April, 2024

Abstract or Summary of Publication

This paper examines whether the different corporate governance structures of conventional banks (CBs) and Islamic banks (IBs) have varying effects on their respective climate-related disclosure (CRD). Employing a unique dataset of CBs and IBs' CRD and corporate governance structures for the period of 2016–2019, we found that their respective corporate governance structures did indeed affect their CRD in different ways. Our findings suggest that CBs disclose more climate-related information than IBs because IBs focus on Sharia compliance which does not emphasise the protection of the environment, while CBs may be more responsive to

shareholders' and stakeholders' demands on climate and environment. These effects were stronger with the quality of governance, that is, CBs disclose more climate-related information with the governance quality, while IBs disclose even less when their governance quality increases. The findings of this study have important implications for climate change, especially the Paris Accord and The 26th Meeting of the Conference of Parties (COP26). There are also policy implications for sustainable financial markets and the financial services sector.

What would be the ideal impact of this research in the field and/or in society?

Ideal Impact of the Research

This study offers critical insights into the intersection of corporate governance, religion-based banking systems, and climate-related disclosure, with implications for scholars, practitioners, and policymakers. At the **academic level**, our research contributes to the literature on corporate governance and sustainability reporting by showing that governance mechanisms influence climate-related disclosure differently depending on institutional context and business model. By contrasting conventional and Islamic banks, we highlight the role of cultural and religious frameworks in shaping firms' environmental transparency, opening new avenues for comparative studies across financial systems and governance regimes.

For **industry practitioners and investors**, the findings provide valuable evidence that governance quality does not universally improve climate-related transparency. Bank executives, board members, and ESG-focused investors can use these insights to tailor engagement strategies that account for institutional and religious priorities. In particular, our results suggest that enhancing climate-related disclosure in Islamic banks may require explicit integration of environmental considerations into Sharia-compliant frameworks and governance codes.

At the **societal and policy level**, this research informs the global push for climate accountability and the achievement of international climate goals, including the Paris Agreement and COP26 commitments. Our findings can guide regulators and standard setters to design context-sensitive policies and reporting frameworks that ensure financial institutions—both conventional and Islamic—contribute effectively to climate risk mitigation. In doing so, the study supports the creation of more inclusive and sustainable financial markets that balance faith-based principles with global environmental imperatives.

This research covers (Department):

- Accounting
- Finance
- Business Administration

This research covers (SDGs):

Is this available through open access?

- Yes

[Publication link](#)

Attachment

Bus Strat Env - 2024 - Simsek - Corporate governance structure and climate-related financial disclosure Conventional banks

View document ↗   Download document ⤓

45.25 Chronotopic ruptures: (Dis)assembling Ljubljana's Avtonomna Tovarna Rog

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Dr Nikos Ntounis, Manchester Metropolitan University
- Dr James Scott Vandeventer, Manchester Metropolitan University
- Dr Evgenia (Jenny) Kanellopoulou, Manchester Metropolitan University
- Dr Alessandro Graciotti, School of Management, Swansea University

Date of publication

June, 2025

Abstract or Summary of Publication

This paper addresses the question of how the spatiotemporal processes of urban assemblages can be understood in the context of a controversial urban squat. We mobilise concepts of time and temporality and employ the notion of the chronotope as a methodological frame to rethink the politics of change in urban contexts. Our multi-temporal, chronotopic analysis centres on *Avtonomna Tovarna Rog*, a squat in Ljubljana (Slovenia) that was forcibly demolished in January 2021. The paper highlights contingencies, tensions, contradictions, and potentialities of Rog by foregrounding four 'volves', or turns, that capture the elasticity yet cohesiveness which characterise assemblage. Through this, we contend that changes in/to chronotopes can

approach lines of flight that fundamentally alter their composition when a temporality prevails – a transformation we term 'chronotopic ruptures'. We substantiate this claim by showcasing the theoretical relationship between chronotopic ruptures, multiple times and temporalities, and assemblages.

What would be the ideal impact of this research in the field and/or in society?

This research advances and develops the concept of 'chronotopic ruptures', offering a novel way to both understand and empirically study spatiotemporal transformations in urban space. It contributes to assemblage theory, urban theory, and critical human geography by showing how shifts in dominant temporalities can reconfigure contested spaces. The multi-temporal, non-representational chronotopic analysis provides a new lens for studying urban change, especially in contested or squatted spaces. By focusing on Avtonomna Tovarna Rog, a demolished squat in Ljubljana, the paper sheds light on grassroots resistance, urban displacement, and state-led redevelopment. It helps activists, communities, and policymakers understand the complex temporalities involved in urban squatting and eviction, potentially informing more socioecologically just urban governance. Moreover, the novel concept of chronotopic ruptures can be used to critique urban planning practices that ignore the lived temporalities of communities, encouraging planners to consider temporal justice - how different groups experience and shape urban space-time.

This research covers (Department):

> • Management

This research covers (SDGs):

Is this available through open access?

> • Yes

[Publication link](#)

45.26 Do women on corporate boards enhance biodiversity disclosure? Evidence from South Africa.

This is a

> • Peer-reviewed article

[DOI](#)

Authors

- Professor Tunyi Abongeh, School of Management, Swansea University
- Dr Reon Matemane, University of Pretoria
- Dr Titus Ojeyinka, e, University of Pretoria
- Professor Lemma Tesfaye, Towson University

Date of publication

September, 2025

Abstract or Summary of Publication

Purpose: This study investigates whether board gender diversity enhances biodiversity disclosure among listed firms in South Africa. Drawing on legitimacy theory, resource-based view, and critical mass theory, we examine the extent to which female board representation drives more comprehensive biodiversity reporting, particularly in environmentally sensitive sectors, and whether a threshold effect strengthens this relationship.

Design/Methodology/Approach: We use panel data comprising 1,016 firm-year observations from 254 Johannesburg Stock Exchange-listed firms between 2018 and 2021. The analysis relies on OLS regressions with industry and year-fixed effects, as well as firm-fixed effects models. We further test for the presence of a critical mass effect, investigate sectoral heterogeneity, and perform robustness checks using alternative specifications and strategies to address endogeneity concerns.

Findings: The results provide strong and consistent evidence that board gender diversity is positively associated with biodiversity disclosure. This effect is stronger in firms with three or more female directors and in environmentally sensitive industries, although it is also present among non-financial firms more broadly. The positive association is concentrated in disclosure dimensions related to policies, targets, and governance, but is not evident in more technical areas such as biodiversity valuation, risk quantification, and impact measurement. This suggests that gender-diverse boards may drive strategic commitment but not necessarily technical implementation.

Practical Implications: The findings highlight the importance of gender diversity as a governance lever for promoting biodiversity accountability, but also suggest it must be complemented by technical capacity, environmental expertise, and organisational systems. Policymakers, investors, and sustainability advocates should view board gender diversity as an enabling factor that requires additional support to translate commitment into comprehensive reporting.

Originality/Value: This study extends the literature by providing novel evidence on the governance determinants of biodiversity disclosure in an emerging market context. It unpacks the heterogeneous nature of biodiversity reporting and shows that board composition influences strategic disclosure elements more than technical ones. The findings have implications for corporate governance reform, disclosure policy, and research on gender and sustainability.

What would be the ideal impact of this research in the field and/or in society?

Ideal Impact of the Research

This research provides timely and actionable insights into how corporate governance can shape firms' contributions to biodiversity protection, a pressing global challenge. At the **academic level**, the study enriches the literature at the intersection of corporate governance, gender diversity, and sustainability reporting by demonstrating that female board representation plays a pivotal role in driving biodiversity disclosure. By revealing a critical mass effect and distinguishing between strategic versus technical disclosure elements, the study invites scholars to explore the mechanisms through which board composition shapes corporate sustainability commitments and their implementation.

For **corporate boards, managers, and investors**, the findings offer a clear message: enhancing gender diversity on boards is not just a social equity issue but a strategic governance lever that strengthens firms' transparency and accountability in biodiversity matters. However, the results also caution that diversity alone is insufficient to deliver comprehensive, technically robust reporting. Firms may need to complement gender diversity with targeted recruitment of environmental experts, director training, and organisational systems that support measurement, risk assessment, and performance tracking.

At the **societal and policy level**, this research supports the global biodiversity agenda by showing how board-level diversity can help align corporate behaviour with international frameworks such as the Kunming-Montreal Global Biodiversity Framework and the Taskforce on Nature-related Financial Disclosures (TNFD). Regulators and standard setters can use these insights to design policies that combine governance reforms with capacity-building initiatives, ensuring that biodiversity commitments translate into measurable action. In the long run, this contributes to more transparent, accountable, and ecologically responsible business practices in emerging markets and beyond.

This research covers (Department):

- Accounting
- Finance
- Business Administration

This research covers (SDGs):

Is this available through open access?

- No

Attachment

Board_gender_diversity_and_biodiversity_disclosure
(1)   View document 🗗   Download document ⬇

45.27 Silver-Haired, Carbon-Heavy? Director Age and Corporate Environmental Outcomes

This is a

- Peer-reviewed article

[DOI](DOI)

Authors

- Professor Tunyi Abongeh, School of Management, Swansea University

Date of publication

September, 2025

Abstract or Summary of Publication

Corporate boards play a pivotal role in shaping firms' environmental strategies, yet the influence of board demographics, particularly director age, on sustainability outcomes remains insufficiently understood. This study investigates how the age profile of board members affects corporate environmental performance, including greenhouse gas emissions. Analyzing a comprehensive panel of 1843US publicly listed firms (17,218 firm-year observations) from 1996 to 2018, primarily through panel regressions with firm and year fixed effects, we find consistent evidence that firms with older boards tend to exhibit poorer environmental performance and higher direct, indirect and value chain greenhouse gas emissions. We argue that this relationship is driven by age-related differences in risk tolerance, time horizons, and sensitivity to environmental concerns. Additionally, the study explores moderating factors such as poor governance oversight (board co-option), pressure for profitability from institutional ownership, CEO social and environmental consciousness (CEO gender), and managerial ability, revealing that these governance dynamics significantly influence the strength of the director age–

environmental performance link. The results, robust to endogeneity concerns, underscore the importance of considering age diversity and board refreshment in corporate governance to foster more effective environmental stewardship. These insights offer valuable implications for board members, corporate leaders, and policymakers aiming to advance sustainable business practices, but also open up opportunities for further exploration in alternative institutional contexts.

What would be the ideal impact of this research in the field and/or in society?

Ideal Impact of the Research

This research contributes to a deeper understanding of how demographic characteristics of corporate boards influence firms' environmental strategies and performance. At the **academic level**, the study advances corporate governance and sustainability literature by showing that director age is a systematic determinant of environmental outcomes, including greenhouse gas emissions across multiple scopes. By integrating behavioral perspectives—such as risk tolerance, time horizons, and environmental awareness—into board composition research, this study encourages scholars to examine how age diversity interacts with other governance attributes to shape strategic decision-making and long-term environmental performance.

For **boards, executives, and investors**, these findings highlight the importance of age diversity and regular board refreshment as tools to enhance firms' responsiveness to sustainability challenges. They suggest that an overrepresentation of older directors may slow progress toward climate goals, whereas balanced age profiles can foster more forward-looking and risk-sensitive approaches. Institutional investors and nomination committees can use this evidence to inform stewardship practices, board renewal policies, and ESG engagement strategies.

At the **societal and policy level**, the research aligns with global efforts to accelerate corporate contributions to climate change mitigation, including the UN Sustainable Development Goals and net-zero transition pathways. By demonstrating that board age structures materially affect greenhouse gas emissions, the study provides regulators, policymakers, and standard setters with empirical support to encourage age-diverse governance as part of broader sustainability reforms. Over time, these insights can help shape corporate governance codes that better equip firms to deliver on environmental and climate commitments.

This research covers (Department):

- Accounting
- Finance
- Business Administration

This research covers (SDGs):

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

Is this available through open access?

- Yes

[Publication link](#)

Attachment

sustainability-17-08476 (1)   View document ↗   Download document ⬇

45.28 High Streets Task Force Post-Programme: Technical Data

This is a

- White paper

[DOI](#)

Authors

- Prof Cathy Parker, Manchester Metropolitan University
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- Dr Michael Sewell, Manchester Metropolitan University
- Dr Chloe Steadman, Manchester Metropolitan University

Date of publication

April, 2025

Abstract or Summary of Publication

The High Streets Task Force (HSTF) was established in 2019 by the Ministry for Housing, Communities, and Local Government to provide essential tools and expertise to local authorities for revitalising high streets in England. This report, authored by the project team at

Manchester Metropolitan University and Cardiff University, documents the approach taken by the HSTF to monitor and evaluate its interventions. Aims and Objectives The primary aim of this report is to explain how the HSTF operated and to document the full approach taken to monitoring and evaluation (M&E). The objectives include: 1. Detailing the operational model: To provide a clear understanding of the HSTF's structure, governance, and the roles of various consortium partners. 1. Summarising research and data utilised: To outline the underpinning research, methodologies, and data sources used by the HSTF. 2. Evaluating interventions: To assess the success of various interventions through qualitative and quantitative data, documenting both process and outcome evaluations. 3. Providing method and analysis for legacy and recommendations. To show how insights that will inform future policy and practice in high street management and regeneration have been generated. This report is designed to be read in conjunction with the Findings report, which summarises the results and provides additional insight and interpretation.

What would be the ideal impact of this research in the field and/or in society?

This UK government-funded research develops a longitudinal, bottom-up approach to urban regeneration and the renewal of UK high streets, offering actionable insights to help local authorities and cross-sector, place-based partnerships design and implement effective interventions.

This research covers (Department):

- Management
- Marketing

This research covers (SDGs):

All SDGs included

Is this available through open access?

- Yes

[Publication link](#)

45.29 High Streets Task Force Post-Programme: Findings

This is a

- White paper

[DOI](#)

Authors

- Prof Cathy Parker, Manchester Metropolitan University
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- Dr Alessandro Graciotti, School of Management, Swansea University
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- Prof Steve Millington, Manchester Metropolitan University
- Dr Christine Mumford, Cardiff University
- Dr Nikos Ntounis, Manchester Metropolitan University
- Gareth Roberts, Independent Researcher
- Dr Michael Sewell, Manchester Metropolitan University
- Dr Chloe Steadman, Manchester Metropolitan University

Date of publication

April, 2025

Abstract or Summary of Publication

The High Streets Task Force (HSTF) was commissioned as an innovative response to the growing challenges facing the England's high streets and town centres. Commissioned in 2019 by the Ministry of Housing, Communities, and Local Government, the HSTF was a consortium of thirteen partners, led by the Institute of Place Management at Manchester Metropolitan University. It was designed to bring together world-class research, expert knowledge, and targeted support to revitalise high streets across England. High streets have long been at the heart of local communities, yet they have faced significant disruption due to changing consumer behaviour, the rise of online shopping, and, more recently, the economic impacts of the COVID-19 pandemic. Against this backdrop, the HSTF was created to tackle these complex challenges by empowering local authorities and communities with the tools, strategies, and expertise they need to drive sustainable high street regeneration. Process evaluation Tender compliance - HSTF successfully developed 91% of the products and services promised in the original tender. The adjustments due to COVID-19 introduced additional flexibility, such as shifting to online delivery and running more regular meetings with project partners and government, to provide evidence and insight for pandemic-focussed policy. Project timeframes - The project faced delays due to COVID-19, and other factors, which doubled delivery time. The average time to complete the program was 16-18 months, excluding the 6-month COVID-19 pause. To mitigate this, a 3-month extension was agreed upon in January 2024, resulting in a new project end date of September 30th, 2024. This extension allowed 135 local authorities to complete their support journeys, with 99% of products delivered by the end of September 2024. Satisfaction and product delivery - Most products scored between 4.25 and 4.45 on a 5-point scale, indicating that participants were satisfied or very satisfied. Outcome evaluation Success

of expert recommendations - 79% of the recommendations made by HSTF experts were acted on by places, with restructuring of governance (39%) and reinventing activities (26%) being the most common. The Place Making Programme was the highest-rated initiative of the HSTF. Across England, 40 multi-sectoral workshops were conducted, with 532 participants giving the programme an impressive rating of 4.45 out of 5. For many attendees, it marked the first occasion where passionate place makers from diverse backgrounds came together. While the initial stages involved some challenges, including navigating differing viewpoints, these were effectively addressed. Thanks to expert facilitation, the workshops concluded with a shared understanding of the issues at hand and a clear action plan. This plan included a set of quick wins and was collectively owned by the group, ensuring commitment to its implementation. Impact evaluation Impact on Local Authorities - From a sample of 80 local authorities that have completed the HSTF journey, 79% demonstrated increased capacity, but most of this capacity came from improvements in internal (67%) and external collaboration (59%), rather than partnership development, or the creation of new place management roles (6%) or place-based partnerships (14%). Statistical analysis revealed a significant relationship between the amount of HSTF support a local authority received and the level of capacity-building achieved, indicating that more intensive support (in the form of more HSTF products and interventions) was associated with higher capacity outcomes in local authorities. Legacy evaluation Despite the challenges of the pandemic the HSTF had a significant impact on policy, practice, and public perceptions and has uncovered some key challenges for future policy. • Partnerships and governance: HSTF demonstrated the benefits of effective place partnerships that leverage capacity and capability from the business and community sectors outside the local authority. • Place leadership and management capacity: The HSTF programme took an average of 453 days to complete, compared to the expected 270 days, with more deprived areas experiencing longer delays. These delays were primarily due to a lack of staff resources to engage with the programme. • Youth engagement: Young people were significantly underrepresented in high street transformation efforts, pointing to a need for far more inclusive engagement strategies to involve young people in place decision making. Only 1% of stakeholders invited to attend the Unlocking Your Place Potential meetings were under the age of 25. • High street experience and identity: Across England, the HSTF found high streets that had lost their purpose. Unattractive and unappealing, the HSTF initiative focused on implementing quick wins, enhancing the public realm, fostering local events and activities, and improving branding, marketing, and communications. Through implementing visible changes, and fostering a stronger sense of identity, the HSTF programme has showed high streets can become vibrant hubs for both community life and business activity. Conclusion and recommendations The High Street Task Force has had a demonstrable and positive impact on the revitalisation of England's high streets. It has shown how a collaborative and structured approach to high street regeneration, underpinned by high quality research and independent assessment and advice, can lead to improvements in capacity, capability as well as high street performance. Four key areas— investing in place management and leadership, building inclusive partnerships, improving the

high street experience, and fostering place leadership and hyperlocal governance structures - represent the inputs and activities that can lead to transformative outcomes for high streets, and which future policies should encourage.

What would be the ideal impact of this research in the field and/or in society?

This UK government-funded research develops a longitudinal, bottom-up approach to urban regeneration and the renewal of UK high streets, offering actionable insights to help local authorities and cross-sector, place-based partnerships design and implement effective interventions.

This research covers (Department):

- Management
- Marketing

This research covers (SDGs):

All SDGs included

Is this available through open access?

- Yes

[Publication link](#)

45.30 Engaging a critical mass of change agents through climate action in Ebonyi State, Nigeria

This is a

- Peer-reviewed article

Authors

- Dr Chinwe Ogunji (Alex Ekwueme Federal University)
- Dr Jennifer Rudd (Swansea University)
- Professor Ifeanyi Chukwu (Alex Ekwueme Federal University)
- Dr Chukwumerijie Okereke (University of Bristol)
- Professor Johnny Ogunji (Alex Ekwueme Federal University)

Date of publication

June, 2025

Abstract or Summary of Publication

The impacts of climate change are strongly felt in Nigeria. Nevertheless, climate change literacy across the country is varied. This study developed a climate change education training program for 20 secondary school teachers from both Science and non-Science backgrounds in Ebonyi State, one of the rural and vulnerable states in South-East Nigeria. These teachers then established climate clubs in their schools, where all members planted and adopted a tree. This paper details the climate change education program and its impact not only on the teachers and pupils, but also the wider communities. Following the training, participating teachers demonstrated increased awareness of the drivers and effects of climate change. They reported feeling more confident and empowered to teach climate change concepts and enhance their waste management practices. This knowledge spread to students and communities, which, if sustained, could lead to lifestyle changes, reduced waste and bush burning. This study confirms that teachers can be ideal channels to convey meaningful information as change agents who can stimulate people to act positively.

What would be the ideal impact of this research in the field and/or in society?

The paper summarises the impact of teaching teachers in Ebonyi State in Nigeria about climate change. Teachers self reported decreased litter in schools, increased awareness of the importance of tree planting and not burning waste in open fields. Ideally, further teacher training events would occur across Nigeria, increasing the impact of this work and improving behavioural change.

This research covers (Department):

- School of Management

This research covers (SDGs):

Is this available through open access?

- No

[Publication link](#)

46. Research Voices

46.1 Professor Denis Dennehy - School of Management Research Lead

Subjects

- Research
- Research

Provide supporting context

Professor Denis Dennehy - School of Management Research Lead

"The School of Management, Swansea University has a track record of publishing research that is high quality, high impact, and highly visible. Our staff and doctoral students are proactively conducting transdisciplinary research that addresses global grand challenges that encapsulate environmental, economic, and social sustainability. This research has informed organisational, national, and international policymaking, whereby policy reports such as OECB and UNCTAD have cited our research articles. Underpinning these research activities are five research centres/ groups (e.g., Digital Futures for Sustainable Business and Society) within the school and a faculty infrastructure that consists of six research institutes and networks such as the Research Institute for Cultures and Communities.

46.2 Postgraduate Research Student - Breaking Binaries Research Group

Subjects

- Research
- Identity
- Breaking Binaries
- Identity
- Breaking Binaries

Provide supporting context

Postgraduate Research Student - Breaking Binaries Research Group

Hi/Shwmae! My name is Alice, and I am currently a Doctoral student at the Breaking Binaries (Prilliams) Research Lab. My PhD research seeks to understand how appearance and identity intersect at work for LGBTQIA+ creative workers. The way appearance is used to frame identity is

conceptually interesting when accompanied by pressure to participate in aesthetic labouring. However, little work has been undertaken to understand how connections made between the body and appearance impact identity disclosure at work.

46.3 Postgraduate Research Student - WFGA (2015)

Subjects

- Sustainability
- Sustainable Development
- WFGA (2015)

Provide supporting context

Postgraduate Research Student - Peter Moore

"Hi, my name's Pete, I'm a doctoral student at Swansea University. My PhD explores how the Well-being of Future Generations Act shapes the role of private sector organisations in advancing sustainability goals. I am particularly interested in how policy frameworks interact with organisational purpose and purposeful ecosystems to support more sustainable and equitable futures. While some research has examined public sector implementation of the Act, there is still little understanding of how businesses respond to it, or of the factors that encourage or hinder meaningful participation in its goals."

Partner

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

47. Partners, Accreditation Bodies, Associations, etc.

• AACSB (Association to Advance Collegiate Schools of Business)

• Times Higher Education (THE)

• Small Business Charter

48. Student Partners

• None

49. Partnerships

49.1 Coleg Cambria

Period this affiliation covers

August, 2016 - September, 2025

This organization is a:

• Education organization

Purpose of work with this organization

• Joint educational delivery model

Describe your work with this organization

Coleg Cambria are an accredited partner of Swansea University School of Management. They deliver the Applied Business Management (Coleg Cambria) FDSc programme at their Business Management Centre at Northup as a form of partnership and to disseminate knowledge. The programme is awarded by Swansea University.

[Applied Business Management (Coleg Cambria), FDSc - Swansea University](#)

How do you measure success and impact

Student satisfaction and successful outcomes.

49.2 WFGA (2015) Commissioner's Office

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- Office for the Future Generations Commissioner for Wales

Purpose of work with this organization

- Corporate and Government Partnerships
- Curriculum Development
- Interdisciplinary Collaboration
- Public Policy and Advocacy
- Research Collaborations
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Swansea University works in collaboration with the Office for the Future Generations Commissioner for Wales in various ways. For example, via research collaborations, PhD projects, guest lectures and support of events such as the recent WFGA (2015) Hackathon.

How do you measure success and impact

Collaboration, project KPIs, impact on participants and impact on policy

49.3 SME Corporation Malaysia and Pernas

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- Government body

Purpose of work with this organization

- Corporate and Government Partnerships
- Access to Learning Resources
- Sustainability and Social Impact
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Soft Landings is a Programme designed for leaders of medium sized businesses looking to invest and expand into UK markets. This has involved colleagues from the School of Management visiting Malaysia to engage with stakeholders from SME Corporation Malaysia and Pernas, and groups of SME owner-managers travelling to Wales to take part in the Soft Landings educational programme.

[Exciting Developments for International Collaboration - Swansea University](#)

49.4 University of Grenoble

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- Education organization

Purpose of work with this organization

- Faculty and Scholar Exchange
- Internships and Career Development
- Interdisciplinary Collaboration
- Research Collaborations
- Student Mobility and Study Abroad
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Swansea University School of Management are strategic partners with a number of **higher education institutions**. For example, the **University of Grenoble**, **LMU Munich**, **University of Texas** and **Olabisi Onabanjo University Nigeria**. These partnerships include collaborative activities such as joint PhD supervisory models to solve research problems (most projects are responsibility/SDG related), student exchange programmes, collaborative research and knowledge exchange to inform curriculum development.

49.5 LMU Munich

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- Education organization

Purpose of work with this organization

- Faculty and Scholar Exchange
- Internships and Career Development
- Publishing and Journals

- Research Collaborations
- Student Mobility and Study Abroad
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Swansea University School of Management are strategic partners with a number of **higher education institutions**. For example, the **University of Grenoble**, **LMU Munich**, **University of Texas** and **Olabisi Onabanjo University Nigeria**. These partnerships include collaborative activities such as joint PhD supervisory models to solve research problems (most projects are responsibility/SDG related), student exchange programmes, collaborative research and knowledge exchange to inform curriculum development.

49.6 University of Texas

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- Education organization

Purpose of work with this organization

- Curriculum Development
- Faculty and Scholar Exchange
- Internships and Career Development
- Interdisciplinary Collaboration
- Publishing and Journals
- Research Collaborations
- Scholarships and Funding Opportunities
- Student Mobility and Study Abroad
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Swansea University School of Management are strategic partners with a number of **higher education institutions**. For example, the **University of Grenoble**, **LMU Munich**, **University of Texas** and **Olabisi Onabanjo University Nigeria**. These partnerships include collaborative activities such as joint PhD supervisory models to solve research problems (most projects are responsibility/SDG related), student exchange programmes, collaborative research and knowledge exchange to inform curriculum development.

49.7 Olabisi Onabanjo University Nigeria

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- Education organization

Purpose of work with this organization

- Curriculum Development
- Faculty and Scholar Exchange
- Internships and Career Development
- Interdisciplinary Collaboration
- Publishing and Journals
- Research Collaborations
- Student Mobility and Study Abroad
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Swansea University School of Management are strategic partners with a number of **higher education institutions**. For example, the **University of Grenoble**, **LMU Munich**, **University of Texas** and **Olabisi Onabanjo University Nigeria**. These partnerships include collaborative activities such as joint PhD supervisory models to solve research problems (most projects are responsibility/SDG related), student exchange programmes, collaborative research and knowledge exchange to inform curriculum development.

49.8 Chartered Management Institute (CIM)

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment

Describe your work with this organization

The *Chartered Management Institute* is the only chartered professional body in the UK dedicated to promoting the highest standards in management and leadership excellence. Students completing a BSc Management (all pathways) and MSc Management degree have an opportunity to complete a CMI certificate.

How do you measure success and impact

Course accreditation and student completion

49.9 Chartered Institute of Marketing (CIM)

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment

Describe your work with this organization

The *Chartered Institute of Marketing* is UK based professional body offering training and qualification in Marketing and related subjects, focused on Marketing and Sales for business. The BSc Business Management, BSc Marketing, MSc Strategic Marketing and MSc Management programmes are accredited by CIM.

How do you measure success and impact

Accredited courses

49.10 Chartered Institute of Personnel and Development

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment

Describe your work with this organization

The *Chartered Institute of Personnel and Development* is Europe's largest professional body for human resources and people development, setting rigorous standards, developing capabilities, and connecting a global community of HR and people professionals. The MSc and PGDip in Human Resource Management are accredited by CIPD.

How do you measure success and impact

Accredited courses and student outcomes.

49.11 Chartered Institute of Management Accountants (CIMA)

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

> • Accreditation body

Purpose of work with this organization

> • Accreditation and Assessment

Describe your work with this organization

The *Chartered Institute of Management Accountants* are currently the world's largest professional organisation of management accountants. CIMA focuses chiefly on business accounting and in particular management accountants who deal with the strategic elements of business, such as forecasting, financial and risk and control strategies. BSc Business Management, BSc Business Management (Finance), BSc Accounting, BSc Accounting and Finance, BSc Finance, MSc International Accounting and Finance and MSc International Financial Management are all involved in this partnership and allow for CIMA exam redemptions for students.

How do you measure success and impact

Accredited courses and modules

49.12 Faculty of Medical Leadership and Management (FMLM)

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

> • Accreditation body

Purpose of work with this organization

• Accreditation and Assessment

Describe your work with this organization

The Faculty of Medical Leadership and Management (FMLM) is an accrediting body for UK based education and training programmes and accreditation provides FMLM members, doctors, dentists, healthcare professionals and healthcare organisations with assurance that a programme has been independently assessed and judged as meeting their important national standards. The MSc Advanced Health and Care Management (Value-Based), MSc Advanced Health and Care Management (Innovation and Transformation) and Value-Based Health and Care Academy Executive Education Course are all credited by the FMLM.

How do you measure success and impact

Accredited courses

49.13 Association for Chartered Accountants (ACCA)

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

• Accreditation body

Purpose of work with this organization

• Accreditation and Assessment

Describe your work with this organization

The *Association for Chartered Certified Accountants* is a leading international accountancy body. An ACCA qualification proves to employers that you have ability in all aspects of business. BSc Accounting, BSc Accounting and Finance, BSc Finance, MSc International Accounting and Finance, MSc Finance and Big Data Analytics and MSc International Financial Management are all accredited programmes with ACCA exemptions for students.

How do you measure success and impact

Accredited courses and student exemptions

49.14 The Urban Foundry - Ben Reynolds

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- BCorp

Purpose of work with this organization

- Thought Leadership and Knowledge Sharing
- Sustainable development
- Entrepreneurship

Describe your work with this organization

The Urban Foundry is a BCorp (second BCorp in Wales) based in Swansea and founded by Dr Ben Reynolds. Ben is a Big Ideas Role Model for Welsh Government and the Swansea University Entrepreneur in Residence. He has provided guest talks for events such as the WFGA (2015) Hackathon and modules in the School of Management on social entrepreneurialism and purpose-driven business. School of Management events have also been hosted in the Urban Foundary e.g. research focus groups with SME owner-managers.

About us | Urban Foundry | Creative regeneration agency
Dr Ben Reynolds | Urban Foundry | Creative regeneration agency

How do you measure success and impact

Inspiring staff and students and evidencing real life examples of BCorp organisations

49.15 Charter for Inclusive Entrepreneurship

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment

Describe your work with this organization

We are delighted to e that the School of Management at Swansea University has been awarded the Charter for Inclusive Entrepreneurship.
This prestigious recognition underscores our commitment to fostering an entrepreneurial ecosystem that embraces diversity and inclusivity. We take great pride in this achievement, as it reflects our dedication to providing opportunities for individuals from all backgrounds and communities to thrive in the entrepreneurial landscape.

Entrepreneurship plays a crucial role in fostering innovation, job generation, and economic expansion. Moreover, it serves as a catalyst for social inclusion by providing individuals with the chance to establish employment opportunities for themselves and their communities. In doing so, it contributes to both social and environmental innovation and impact.

Certain social groups, including women, ethnic minorities, young individuals, migrants, and those with disabilities, encounter unique obstacles hindering their entrepreneurial pursuits. In pursuit of addressing these challenges, inclusive entrepreneurship seeks to diminish barriers and improve outcomes for all, particularly those belonging to under-represented groups. This involves the implementation of tailored policy initiatives, the adoption of inclusive practices, and collaborative efforts to create a more equitable entrepreneurial landscape.

This charter not only signifies Swansea School of Management's accomplishments but also serves as a testament to our ongoing efforts to create an inclusive environment that promotes innovation, empowers under-represented groups, and contributes to the overall betterment of our community and the wider Swansea Bay Area.

[Charter for Inclusive Entrepreneurship - Swansea University](#)

49.16 Environment Centre Swansea

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

• Community Hub

Purpose of work with this organization

• Community Partnership

Describe your work with this organization

Swansea University School of Management engage with the Environment Centre Swansea for events and via the Student Circular Economy Society e.g. for the Library of Things initiative.

How do you measure success and impact

Community engagement

49.17 Repair Cafe Wales

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

  • Charity

Purpose of work with this organization

  • Collaboration and Library of Things Initiatives

Describe your work with this organization

Swansea University School of Management colleagues (e.g. Dr Sandra Dettmer) and the Circular Economy Student Society have gained funding to develop a Library of Things for students. This is with guidance and potentially in collaboration with the Repair Cafe Wales.

How do you measure success and impact

Collaboration with Library of Things

49.18 Bevan Commisson

Period this affiliation covers

September, 2016 - September, 2025

This organization is a:

  • Health and Care Thinktank

Purpose of work with this organization

  • Thought Leadership and Knowledge Sharing
  • Sustainability and Social Impact
  • Research Collaborations
  • Public Policy and Advocacy
  • Publishing and Journals
  • Media and News Outlets
  • Lifelong Learning and Executive Education
  • Interdisciplinary Collaboration

Describe your work with this organization

The School of Management has a number of strategic partnerships which enhance what we do and how we work. This aspect of the school's activity links closely with the UN PRME 'Partner' principle and our ambition to advance responsible and accountable management education and practice.

The Bevan Commission is based in the School of Management and is Wales' leading health and care think tank. It was established in 2008 to observe, interpret, analyse, scrutinise, advise and comment on health-related matters in Wales. Its role now is to provide independent, authoritative advice to the Welsh Government and leaders across NHS Wales, the UK and internationally. This is with the aim to challenge, change and champion thinking and practice to ensure sustainable health and care that is fit for the future.

The Commission translates its thinking into practice through a number of different means, including their innovation programmes past and present.For example, the Bevan Exemplars programme supports professionals to develop their own innovations based on practical experience.

Bevan Commission Website - [Bevan Commission - Wales' leading health and care think tank](#)

Bevan Commission Programmes

1. Bevan Exemplars - [Bevan Exemplars - Bevan Commission](#)
2. Bevan Fellows - [Bevan Fellows - Bevan Commission](#)
3. Lets Not Waste – [Let's Not Waste - Bevan Commission](#)
4. Adopt, Spread and Embed - [Adopt, Spread & Embed Programme - Bevan Commission](#)
5. Clinical Influencers - [Clinical Influencers Programme - Bevan Commission](#)
6. Bevan Young Future Thinkers - [Bevan Young Future Thinkers - Bevan Commission](#)
7. Planned Care Innovation Programme - [Planned Care Innovation Programme - Bevan Commission](#)
8. Cancer Innovation and Improvement Programme - [Cancer Innovation and Improvement Programme - Bevan Commission](#)
9. A Conversation with the Public - [A Conversation with the Public - Bevan Commission](#)

Bevan Commission Partners

- **Institute for Health Improvement (IHI)** – USA – Joint working to improve the quality of health and care services.
- **The International Foundation of Integrated Care (IFIC)** - Joint working to improve the quality of health and care services.

- **Digital Health and Care Innovation Scotland** - Joint working to improve the quality of health and care services.
- **Royal College of General Practice** - Joint working to improve the quality of health and care services.
- **NHS Wales** - Joint working to improve the quality of health and care services.
- **Welsh Government** - Joint working to improve the quality of health and care services.
- **The Welsh Medical Committee** - Joint working to improve the quality of health and care services.
- **Life Science Hub** - Joint working to improve the quality of health and care services.
- **The Welsh Rugby Union** – Joint programme of work being developed regarding improving community health
- **The Football Association of Wales** - Joint programme of work being developed regarding improving community health
- **Industry** - engagement with industry or organisations representing the sector, in order to support workforce and community health and wellbeing via roundtables, joint papers, demonstrator programmes etc. Examples: **BTIC, CBI, Industry Wales Arup, Admiral, Airbus, Boots, CGI, Peloton, John Lewis, Specsavers, Shell.**
- **Llais Cymru –** Compact developed with Llais to support the patient voice in Wales to transform health and care services.
- **Health Technology Wales** – MOU with HTW around knowledge sharing and joint working.
- **The Nuffield Trust-** Dialogue around joint working and knowledge sharing across England-Wales border
- **The King's Fund-** Dialogue around joint working and knowledge sharing across England-Wales border

How do you measure success and impact

Collaboration, project KPIs, impact on participants and impact on policy

49.19 Accounting for Sustainability (A4S)

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- Charitable Incorporated Organization

Purpose of work with this organization

- Curriculum Development
- Sustainability and Social Impact
- Thought Leadership and Knowledge Sharing
- Climate

Describe your work with this organization

Through the Anchor Business School designation and participation in the A4S International Case Competition, the School has collaborated with A4S to integrate sustainability into curriculum as an extra curricular activity, research, and student engagement. This relationship is governed by structured expectations around impact reporting, student training, and participation in global initiatives such as the A4S Summit. Dr Giulia Fantini leads on this collaboration.

How do you measure success and impact

Student engagement with the A4S competition

49.20 OLAM Group

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- For-Profit

Purpose of work with this organization

- Climate
- Thought Leadership and Knowledge Sharing
- Sustainability and Social Impact

Describe your work with this organization

OLAM Group contributed to guest speaker sessions and collaborative problem-solving activities, supporting the translation of responsible management principles into practice for students. These engagements were part of the A4S and broader ESG-focused initiatives.

How do you measure success and impact

Student engagement and future collaborations

49.21 TATA Steel UK

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

• For-Profit

Purpose of work with this organization

• Climate
• Sustainability and Social Impact
• Research Collaborations
• Interdisciplinary Collaboration

Describe your work with this organization

TATA Steel UK contributed to guest speaker sessions and collaborative problem-solving activities, supporting the translation of responsible management principles into practice. These engagements were part of the A4S and broader ESG-focused initiatives.

49.22 Medr

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

• Non-Profit

Purpose of work with this organization

• Access to Learning Resources
• Curriculum Development
• Interdisciplinary Collaboration
• Research Collaborations
• Sustainability and Social Impact
• Thought Leadership and Knowledge Sharing
• Climate

Describe your work with this organization

Medr, Wales's Commission for Tertiary Education and Research, is the arm's-length body responsible for funding and regulating tertiary education and research from 1 August 2024. This includes further education, higher education, apprenticeships, school sixth forms, adult community learning, and government-funded research and innovation.

Swansea University works with Medr on various projects and initiatives. For example, the recent pan Wales project on Ethical and Sustainable Employability in HE and FE Institutions in Wales.

How do you measure success and impact

Outputs such as completion of reports and toolkits, successful collaboration with other HE institutions and impact on students via the sustainability survey.

49.23 NHS Wales

Period this affiliation covers

August, 2024 - September, 2025

This organization is a:

- Government body

Purpose of work with this organization

- Corporate and Government Partnerships
- Internships and Career Development
- Interdisciplinary Collaboration
- Lifelong Learning and Executive Education
- Research Collaborations
- Scholarships and Funding Opportunities
- Sustainability and Social Impact
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Swansea University School of Management work closely with NHS Wales through research projects and partnerships such as PROSTAD, via the intensive learning academy MSC in Advanced Management in Health Innovation and Transformation, and Value-Based Healthcare. Collaborations and projects also occur through the Bevan Commission and close partnership of faculty with the NHS Innovation Leads.

How do you measure success and impact

Successful degree outcomes, publication of research, awards and recognition.

Practice

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

50. RME Practices

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

51. RME Policies

51.1 Swansea University Sustainability Policy 2024-2025

Upload or select a document

Swansea University Sustainability Policy 2024-2025   View document 🗗   Download document ⬇

51.2 Swansea University Strategic Equality Plan 2024-2028

Upload or select a document

Swansea University Strategic Equality Plan 2024-2028

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51.3 Swansea University Sustainability and Climate Emergency Strategy 2021-2025

Upload or select a document

Swansea University Sustainability and Climate Emergency Strategy 2021-2025

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51.4 Swansea University Equality Annual Report 2024

Upload or select a document

Swansea University Equality Annual Report 2024

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51.5 Swansea University Path to Zero - Decarbonisation Report 2024

Upload or select a document

Swansea University Path to Zero - Decarbonisation Report 2023-2024

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51.6 Swansea University Sustainability Policy 2025-2026

Upload or select a document

Swansea University Sustainability Policy 2025-2026

View document ↗   Download document ⬇

52. Practice Awards

52.1 ISO 14001:2015

Award Granter

NQA

Award Grantee

Swansea University

Description of Award

Swansea University recognises that only by analysing and regularly auditing our different environmental impact can we; set institutional targets, assess priorities and monitor trends, as well as identify performance improvements and gaps. With this in mind, the University has committed to a process of Environmental Management (EMS), the externally verified ISO 14001:2015 and EcoCampus accreditation. The scope of the EMS covers the whole university estate – our 3 campuses: Singleton Park, Bay Campus, and St David's, Carmarthen. The scope also covers all areas of business, academic faculties, and operations.

[Award link](#)

Provide supporting materials…

Swansea University ISO 14001 2015 Certificate

View document ⬈   Download document ⬇

52.2 Athena SWAN Institutional Award - Silver

Award Granter

Advance HE

Award Grantee

Swansea University

Description of Award

We have been proud members of the Athena Swan Charter since 2008. This has helped us identify areas for positive action, as well as recognise and share good practices across the University. We were first awarded Bronze status in 2009, which was renewed in 2013. In 2017 we were successful with our Swansea University Athena SWAN Silver Application resulting in

our Silver institutional award, which we still hold. We are fully committed to gender equality and we continue to encourage and support departments to apply for individual awards, in addition to maintaining focus on our institutional award principles.

[Award link](#)

Provide supporting materials…

Swansea University Athena SWAN - Institutional Award Silver	View document ↗ Download document ⤓

52.3 People and Planet

Award Granter

People and Planet

Award Grantee

Swansea University

Description of Award

Swansea University are ranked 21st in the People and Planet University League, and play a crucial sustainable development role in the region, the UK and globally.

[Award link](#)

52.4 QS World Rankings University

Award Granter

QS World University Rankings

Award Grantee

Swansea University

Description of Award

Swansea University placed 121st in the QS World Rankings for Sustainability in 2025-2026.

[Award link](#)

52.5 Times Higher Education Impact Rankings 2025

Award Granter

Times Higher Education

Award Grantee

Swansea University

Description of Award

Swansea University submitted to 6 of the 17 goals and was ranked in all 6 categories. Swansea achieved an impressive overall score of 93.8 out of 100, placing at 36th, firmly in the global top 40 out of 2,318 institutions. Within the UK, Swansea ranks 5th.

[Award link](#)

52.6 Green Flag Award

Award Granter

Keep Wales Tidy

Award Grantee

Swansea University

Description of Award

Swansea University is flying the prestigious Green Flag at both its campuses. The University is among a record 315 sites to receive the internationally renowned Green Flag Award and Green Flag Community Award from Keep Wales Tidy this year. It was recognised for its beautiful green spaces which benefit staff, students and the wider community at its Singleton and Bay campuses. In addition, the University was celebrated for extensive conservation work which includes new bug hotels and bird boxes, vegetable growing areas as well as wildflowers and fruit trees planted by volunteers. Wild orchids, rare butterflies and bumblebees have been spotted after meadows and lawns were allowed to bloom during No Mow May. Plus, an iNaturalist recording project is up and running, inviting people to record the wildlife they see around the campus.

[Award link](#)

52.7 Fairtrade University and College Award

Award Granter

Fairtrade Foundation and Students Organising for Sustainability (UK-SOS)

Award Grantee

Swansea University

Description of Award

Swansea University has once again been awarded the Fairtrade University and College Award for 2025, a huge recognition of the amazing work that's been happening across campus to support ethical trade, sustainability, and global justice. Over the past two years, Swansea has shown real commitment to making ethical consumption part of everyday university life. From teaching and research to the food we sell on campus, and the way we buy goods and services, every part of the university has played a role in securing this award. The Fairtrade University and College Award is no small achievement. It's run by the Fairtrade Foundation and Students Organising for Sustainability UK (SOS-UK), and it recognises institutions that go above and beyond to involve both students and staff in tackling global inequalities through ethical trade. This award looked at everything from how sustainability is woven into courses, to Fairtrade campaigns on campus, to how the University makes buying decisions, with extra points awarded for creativity and innovation in how we get the whole campus community involved.

[Award link](#)

52.8 Small Business Charter

Award Granter

Small Business Charter

Award Grantee

Swansea University School of Management

Description of Award

Swansea University's School of Management received the prestigious Small Business Charter Accreditation in 2023. This recognition is awarded to business schools and schools of management in the UK and Ireland that demonstrate outstanding support for small businesses, foster student entrepreneurship, and contribute to the local economy. The Small Business Charter Accreditation serves as a beacon, guiding entrepreneurs, small businesses, and local economic stakeholders to institutions like ours that possess the expertise to empower their growth. This accolade not only bestows upon our School of Management and the university the

honour of a nationally recognised accreditation but also opens doors to a range of benefits. Accredited business schools gain access to capacity-building activities, wield influence through nationwide advocacy, and secure the opportunity to deliver and secure funding for programs related to business growth. One prominent example of this is the Help to Grow Programme, an initiative exclusively available through Small Business Charter accredited universities. However, this accreditation represents just one milestone in our long-term journey. Swansea University and the School of Management have been steadfast supporters of small businesses and entrepreneurship since our inception. We have undertaken numerous significant initiatives to bolster the innovation and entrepreneurial ecosystem not only within our region but also across Wales and the UK.

[Award link](#)

53. Practice Voices

53.1 Teifion Maddocks - Swansea University Sustainability Manager

Subjects

• Sustainability

Provide supporting context

Swansea University recognises that only by analysing and regularly auditing our different environmental impact can we; set institutional targets, assess priorities and monitor trends, as well as identify performance improvements and gaps. With this in mind, the University has committed to a process of Environmental Management (EMS), the externally verified ISO 14001:2015 and EcoCampus accreditation. The scope of the EMS covers the whole university estate – our 3 campuses: Singleton Park, Bay Campus, and St David's, Carmarthen. The scope also covers all areas of business, academic faculties, and operations.

In response to Fairtrade University and College Award:

"Achieving this award reflects Swansea University's commitment to ethical sourcing, environmental responsibility, and social justice. This recognition aligns closely with our vision for sustainable development and the aims of the Fairtrade movement for social, economic, and environmental sustainability.

"We are proud to work with our students and staff to promote fair pay, safe working conditions, and sustainable supply chains. This certification also empowers students to engage with global sustainability challenges and develop valuable green skills such as ESG auditing.

"It reinforces our dedication to the goals set out in our [University Sustainability Strategy](#) and ensures that the products we offer on campus contribute to a fairer, more sustainable world."

The Fairtrade Foundation also highlighted just how important universities are in the fight for trade justice. Sarah Brazier, Head of Campaigns at the Foundation, said:

"After celebrating 30 years of Fairtrade in the UK last year, Universities play a vital role in the Fairtrade movement. The passion and energy of students are central to creating a fairer world. Sales of Fairtrade products on campuses, speaking up for farmers and workers across the globe, and student-led initiatives have all contributed to change."

Share

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

54. Transparent Engagement

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

55. Audiences

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

Swansea University School of Management

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