

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Swansea University School of
Management

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	23
5. Values	28
6. Teach	34
7. Research	48
8. Partner	90
9. Practice	99
10. Share	107

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 Swansea University School of Management, including key details and basic institutional data.

Mission

Swansea University School of Management is committed to advancing responsible management education, impactful research, and sustainable innovation that contribute to the wellbeing of people, communities, economies, and the natural environment. As a School within a University for Wales, we combine global perspectives with a strong civic mission, supporting the development of responsible leaders capable of addressing complex societal, environmental, and economic challenges. Through education, research, partnerships, and engagement, we seek to create positive impact for current and future generations.



Mission

The mission of Swansea University School of Management is:

To develop responsible leaders and change-makers, generate impactful knowledge, and support responsible business transformation that contributes to inclusive prosperity, a wellbeing economy, and sustainable development in Wales and globally. Through research-led education, interdisciplinary collaboration, and engagement with business, government, and communities, we equip our students to address complex societal, environmental, and economic challenges, contribute to a nature-positive transition, and create positive change for current and future generations.

As an integrated and collaborative community, we share value with our stakeholders through excellence in research, education, enterprise, and civic engagement. We are committed to nurturing socially and environmentally aware graduates who are equipped to become responsible global citizens and future leaders.

We empower students to become agents of positive change through experiential, challenge-based and community-engaged learning. Through internships, competitions, hackathons, consultancy projects, and collaboration with external partners, students develop the capabilities needed to address real-world sustainability challenges and contribute to responsible leadership in practice.

Our mission reflects Swansea University's commitment to being a principled, purposeful and resilient institution, while supporting the University's civic mission and contributing to the achievement of the United Nations Sustainable Development Goals (SDGs).

Vision

Vision

Swansea University's vision is:

"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."

Building on this vision, the Swansea University School of Management aspires to be a leading centre for responsible management education, impactful research, and sustainable innovation, creating positive social, environmental, cultural and economic value for Wales and the wider world.

Figure 1. Swansea University Strategic Vision, Commitments and Strategic Pillars



Source: [Annual-Review-2025-Final.pdf](#)

Strategy

2026 - Strategy

Strategy

The School of Management Strategy 2021-2027 is guided by Swansea University's five strategic pillars:

Pillar One: Our Civic Mission - Creating positive impact through engagement with communities, businesses, policymakers, and stakeholders in Wales and beyond.

Pillar Two: Our Student Experience - Providing an inclusive, transformative and supportive student experience that enables all learners to thrive.

Pillar Three: Learning and Teaching - Delivering research-led, innovative and responsible management education that prepares students for future challenges.

Pillar Four: Research - Producing excellent and impactful research that addresses local, national, and global challenges.

Pillar Five: Enterprise - Supporting innovation, entrepreneurship, knowledge exchange, and sustainable economic development.

These pillars are underpinned by four University commitments:

1. Social and Environmental Responsibility
2. Striving for Excellence
3. Making a Difference
4. Maintaining a Global Outlook

Together, these commitments shape our culture, inform decision-making, and guide how we deliver impact across all aspects of our work.

Figure 3. Swansea University Commitments and Pillars



Source: [Vision and ambition - Swansea University](#)

School of Management Strategic Priorities

The School of Management Strategy 2021–2027 translates these institutional pillars and commitments into six strategic priorities. Collectively, these priorities provide the framework through which the School creates positive impact through education, research, engagement, and institutional practice.

Figure 4. Swansea University School of Management Strategic Priorities 2021-2027



Priority One: A Sustainable School of Management

Embedding sustainability and responsible management principles across teaching, research, operations, and stakeholder engagement while supporting Swansea University's goal of becoming a net-zero institution.

Priority Two: Collaboration and Partnerships

Developing meaningful partnerships with business, government, civil society, and academic institutions to create shared value and contribute to sustainable development.

Priority Three: An Innovative and Agile Learning and Teaching Strategy

Providing transformational educational experiences that equip students with the knowledge, skills, and values needed to navigate complexity and lead responsibly in a rapidly changing world.

Priority Four: A Research Strategy for Impact and Growth

Generating impactful research that addresses societal, environmental, and economic challenges while contributing to policy, practice, and public debate.

Priority Five: International Diversification

Promoting global citizenship, international collaboration, intercultural understanding, and equitable access to educational opportunities.

Priority Six: Reputation, Recognition and Accreditations

Demonstrating excellence, accountability, and continuous improvement through external recognition and engagement with leading national and international frameworks.

Strategy Alignment

2026 - Strategy Alignment

Strategy Alignment

The School's strategy aligns with:

- - Swansea University's Strategic Vision and Purpose;
 - The United Nations Principles for Responsible Management Education (PRME);

- The United Nations Sustainable Development Goals (SDGs);
- The Well-being of Future Generations (Wales) Act 2015;
- Swansea University's commitment to achieving net-zero carbon emissions by 2035.

Operationalising PRME Through Our Strategy

The School of Management Strategy 2021–2027 provides the mechanism through which the School implements the Seven Principles for Responsible Management Education (PRME). Each strategic priority contributes to embedding responsible management principles across teaching, research, partnership activities, governance, and institutional practice.

Table 1. PRME alignment table

School Strategic Priority	PRME Principle Alignment
Priority One: A Sustainable School of Management	Purpose, Values, Practice
Priority Two: Collaboration and Partnerships	Partner, Share
Priority Three: An Innovative and Agile Learning and Teaching Strategy	Teach
Priority Four: A Research Strategy for Impact and Growth	Research
Priority Five: International Diversification	Values, Partner
Priority Six: Reputation, Recognition and Accreditations	Practice, Share

The School delivers its strategy through education, research and engagement, creating positive impact for Wales and the wider world.

Figure 5. Alignment of the Swansea University School of Management Strategy 2021–2027 with the PRME Principles, the United Nations Sustainable Development Goals, and the Well-being of Future Generations (Wales) Act 2015



The School delivers its strategy through education, research and engagement, creating positive social, environmental, cultural and economic impact for Wales and the wider world.

Collectively, these priorities provide the framework through which Swansea University School of Management advances responsible management education and contributes to sustainable development at local, national, and global levels.

While each strategic priority aligns most closely with particular PRME principles, the priorities are mutually reinforcing and collectively support the integration of responsible management education across all aspects of School activity.

A distinctive feature of the School's approach to responsible management education is its alignment with the Well-being of Future Generations (Wales) Act 2015, one of the world's pioneering legislative frameworks for sustainable development. The Well-being of Future Generations Act places long-term thinking at the centre of public decision-making and provides a distinctive framework through which the School approaches responsible management education, sustainability, and societal impact. The Act's seven wellbeing goals and five ways of working inform our approach to teaching, research, partnerships, and institutional practice, reinforcing long-term thinking, prevention, integration, collaboration, and involvement.

As a University for Wales, we are uniquely positioned to contribute to a policy environment that places future generations, wellbeing, sustainability, and social justice at the centre of decision-making. Through this approach, sustainability is understood broadly to encompass environmental stewardship, social justice, economic resilience, cultural vitality, and community wellbeing.

Through this approach, the School contributes to Wales' ambition to become a wellbeing economy in which prosperity, social justice, and environmental sustainability are pursued together for the benefit of current and future generations.

Figure 6. Community engagement activities supporting Swansea University's civic mission and commitment to future generations



By aligning our activities with both the United Nations Sustainable Development Goals and the Well-being of Future Generations Act, the School contributes to the development of a more prosperous, resilient, healthier, more equal and globally responsible Wales while supporting sustainable development internationally.

The six strategic priorities collectively support our vision of becoming a sustainable, responsible, and globally connected School of Management. They provide a framework through which we advance responsible management education, contribute to the Sustainable Development Goals, and create positive impact for current and future generations.

Institutional History

2026 - Institutional History

Swansea University School of Management: Our Journey Towards Responsible Management Education

Civic Foundations: A University for Wales

Founded in 1920 with a mission to serve industry, society and Wales, Swansea University has a longstanding civic tradition that provides important foundations for responsible management education. Over time, this commitment has evolved beyond traditional notions of economic

development towards a broader understanding of prosperity that recognises the interdependence of economic wellbeing, social justice, environmental resilience and the wellbeing of current and future generations.

The University's contemporary sustainability journey has been shaped by global challenges including climate change, biodiversity loss, inequality and the growing need for responsible leadership, together with Wales' distinctive legislative context. In particular, the Well-being of Future Generations (Wales) Act 2015 has provided an important framework for long-term thinking, prevention, integration, collaboration and involvement. These principles complement Swansea University's civic mission and have helped shape an institutional approach in which sustainability and societal impact increasingly inform governance, education, research, partnerships and engagement.

Within this context, Swansea University School of Management has progressively developed its approach to responsible management education (RME), embedding sustainability, ethics, responsible leadership, future generations thinking and societal impact across teaching, research, partnerships and institutional practice. The school's adoption of the United Nations Principles for Responsible Management Education (PRME) formalised this developing commitment and provided an internationally recognised framework through which these activities could be connected, strengthened and advanced.

Building the Institutional Foundations for Sustainability

An important milestone in Swansea University's sustainability journey was the establishment of the University's Sustainability Team in 2011. The team has supported the development of institutional approaches to environmental sustainability, climate action, biodiversity, sustainability education and engagement, creating infrastructure upon which subsequent initiatives could build.

The introduction of the Well-being of Future Generations (Wales) Act 2015 provided a distinctive Welsh context for the next stage of this journey. Its emphasis on improving social, environmental, economic and cultural wellbeing for present and future generations resonates strongly with the University's civic purpose and provides a valuable lens through which responsible management can be understood. For the School of Management, this context encourages students and staff to consider not simply the immediate economic consequences of organisational decisions, but their longer-term implications for people, communities, society and the natural environment. The Act's five ways of working, long-term thinking, prevention, integration, collaboration and involvement, are particularly relevant to the school's approach to teaching, research, partnerships and institutional practice.

A further turning point came in 2021, when Swansea University launched its Sustainability and Climate Emergency Strategy 2021–2025. At School level, the School of Management Strategy 2021–2027 established A Sustainable School of Management as one of six strategic priorities, alongside collaboration and partnerships, innovative learning and teaching, research for impact and growth, international diversification, and reputation, recognition and accreditations. This represented an important step in moving sustainability from a growing area of activity towards a formal School-level strategic commitment.

The institutional sustainability agenda subsequently broadened further through increasing attention to biodiversity and nature. From 2022, Swansea University expanded its Nature Positive commitments and biodiversity initiatives, reinforcing an understanding of sustainability that extends beyond carbon reduction to include ecological resilience and the relationship between organisations, society and the natural environment.

From Sustainability to Responsible Management Education

These University-wide developments created an enabling environment for responsible management education within the School of Management. Over time, sustainability moved beyond being primarily an environmental or operational concern and became increasingly connected with questions of how organisations are led, how business decisions affect society and nature, and how future managers and leaders should be educated.

The school progressively expanded the integration of sustainability, ethics, ESG, responsible leadership, sustainable finance, climate risk, biodiversity and social responsibility across teaching and research activities. This reflected a broader understanding of responsible management in which economic prosperity, societal wellbeing and ecological resilience are interconnected.

Curriculum transformation has been supported by wider University initiatives. A significant development was the launch of the SALT Staff Sustainability Course in 2024, led by Dr Pamela Styles. Drawing on Education for Sustainable Development competencies, the programme supports educators in integrating sustainability into programme design, teaching and assessment. Climate and Carbon Literacy initiatives have complemented this work by strengthening sustainability knowledge and awareness among staff and students.

This broader institutional approach to sustainability education has also extended beyond formal curriculum development. More recently, Swansea University Library has contributed to the University's sustainability journey by embedding sustainability within information literacy education. Through the integration of sustainability themes into research skills, digital literacy and critical evaluation teaching, the Library supports students in developing the knowledge and competencies needed to navigate complex environmental, social and ethical challenges. In doing so, sustainability literacy is increasingly positioned as an important component of graduate development across the institution, complementing the School's efforts to develop responsible and future-ready graduates.

At the same time, the school increasingly embraced experiential and challenge-based learning as an important dimension of RME. Students have had opportunities to engage with sustainability and responsible-business challenges through competitions, hackathons, consultancy activities and collaboration with external organisations. Participation in the Accounting for Sustainability (A4S) International Case Competition and engagement with future-generations activities have enabled students to apply academic knowledge to real-world challenges while developing critical thinking, collaboration, ethical decision-making and responsible leadership capabilities.

A particularly significant development has been the Pan-Wales Well-being of Future Generations Hackathon. Originating as a local pilot in 2025 and expanding across Wales in 2026, the initiative engages students in developing innovative responses to sustainability challenges linked to the Well-

being of Future Generations (Wales) Act 2015. Through interdisciplinary teamwork, stakeholder engagement and challenge-based learning, the Hackathon strengthens sustainability competencies, innovation skills and students' understanding of their role in creating positive social and environmental change.

The school's engagement as an A4S Anchor Business School further strengthens the connection between management education and responsible business transformation, particularly within accounting and finance. Together, these developments illustrate a shift from teaching *about* sustainability towards creating opportunities for students to consider how responsible management can be practised.

Research has evolved alongside education. Across the University, interdisciplinary structures including the Climate Action Research Network and Climate Action Research Institute have supported collaboration around climate and sustainability challenges. Within the School, research expertise increasingly encompasses areas including sustainable finance, ESG, climate finance, biodiversity, environmental governance, responsible innovation and SME sustainability.

The University also plays a convening role in the wider academic and policy community. In 2025, Swansea University hosted the SWAG BAFA Annual Conference on Advancing Sustainability and Innovation in Accounting and Finance, positioning Swansea as a thought leader in responsible finance. Swansea also hosted the EAUC Annual Conference 2026, convening sustainability leaders from across the higher education sector to exchange knowledge and identify solutions to shared sustainability challenges. Through hosting these national conferences, the University contributes to the dissemination of responsible management practices and supports collective action towards sustainable development.

Taken together, these developments illustrate the school's progression from sustainability as an important area of institutional, teaching and research activity towards a more integrated model of responsible management education connecting education, research and engagement, the three interconnected domains through which the school seeks to create positive impact.

Milestones in Our Journey Towards Responsible Management Education

1920 – Civic foundations

Swansea University is founded with a civic mission to serve industry, society and Wales, establishing the public-purpose foundations that continue to shape the University's approach to societal impact.

2011 – Building institutional sustainability capacity

The establishment of Swansea University's Sustainability Team strengthens institutional capacity to coordinate and advance sustainability.

2015 – Future generations thinking

The Well-being of Future Generations (Wales) Act provides a distinctive Welsh framework centred on long-term thinking, prevention, integration, collaboration and involvement and increasingly influences institutional approaches to sustainability and societal impact.

2021 – Strategic institutionalisation

Swansea University launches its Sustainability and Climate Emergency Strategy 2021–2025, while the School of Management Strategy 2021–2027 establishes A Sustainable School of Management as one of its strategic priorities.

2022 – Broadening from climate to nature

The expansion of Nature Positive commitments and biodiversity initiatives broadens the University's sustainability agenda towards nature and ecological resilience.

2024 – Strengthening sustainability learning and literacy

The launch of the SALT Staff Sustainability Course strengthens educator capacity to integrate sustainability into teaching and assessment. Swansea University Library complements this by embedding sustainability within information literacy education, strengthening students' sustainability knowledge and competencies.

2025 – Deepening responsible management education

Responsible management education is strengthened through experiential learning and external engagement, including the local pilot of the Well-being of Future Generations Hackathon, A4S participation and sustainability-focused academic engagement.

2026 – Moving from integration towards institutionalisation and impact

Building on its established engagement with PRME, the School continues to strengthen responsible management across education, research and engagement, including the expansion of the Well-being of Future Generations Hackathon across Wales.

People Supporting the Journey

The school's journey towards responsible management education has been a collective endeavour, shaped by academic and professional services colleagues, students, institutional leaders, and external partners across Swansea University.

A significant contribution has been made by Teifion Maddocks and Swansea University's Sustainability Team, which has provided strategic leadership and operational expertise in sustainability, climate action, biodiversity, carbon management, Education for Sustainable Development, and community engagement. Since its establishment in 2011, the Sustainability Team has played a central role in embedding sustainability across the University's governance, operations, curriculum, and campus culture, helping to create the foundations upon which many subsequent initiatives have been built.

Dr Pamela Styles has contributed to curriculum transformation through the development of the SALT Staff Sustainability Course, supporting educators in integrating sustainability competencies across programme design, learning, teaching, and assessment.

Within the School of Management, Dr Giulia Fantini has been a key champion of responsible management education and sustainability. Through her leadership in accounting and finance education, sustainability research, student engagement, and external collaboration, she has helped strengthen the integration of ESG, responsible finance, and sustainability across the School. Her work has included co-leading the school's 2026 PRME submission with Sarah Atkinson, supported by

contributions from Dr Fern Davies, organising and hosting the SWAG Annual Conference on Advancing Sustainability and Innovation in Accounting and Finance, and leading the School of Management's engagement with the Accounting for Sustainability (A4S) International Case Competition.

Dr Fern Davies has played an important role in advancing responsible management education through her work in strategy, corporate social responsibility, and sustainability. Her leadership and collaboration have helped strengthen connections between teaching, research, student engagement, and external partnerships, while supporting innovative approaches to sustainability education across the school.

As an academic representative on the Swansea Climate Charter Signatories Group and a member of the PRME Working Group on Climate and Environment, Sarah Atkinson has contributed to initiatives that connect institutional sustainability practice with responsible management education, climate action, biodiversity, and public engagement. Through these roles, she has helped strengthen collaboration between the School of Management, Swansea Project Zero partners, and the wider PRME community, while supporting the integration of sustainability and future-generations thinking within teaching and student engagement activities.

Research and knowledge-exchange activities have also been supported by Dr Jennifer Rudd through her leadership of the Climate Action Research Network (CARN). The network brings together researchers, students, policymakers, practitioners, and community organisations to share knowledge, foster interdisciplinary collaboration, and support evidence-informed responses to climate change, biodiversity loss, and wider sustainability challenges.

The University's sustainability journey has been further strengthened through the work of Dr Beth Cummings, Dr Samantha Burvill, and Dr Kate Organ, who, alongside Dr Fern Davies, they developed the Humanities Hackathon pilot before successfully scaling the initiative into the Pan-Wales Well-being of Future Generations Hackathon. This innovative challenge-based learning initiative has brought together students from across Wales to develop solutions to real-world sustainability challenges, while fostering collaboration between universities, policymakers, industry partners, and communities.

The school's engagement with the Principles for Responsible Management Education has been led by Dr Fern Davies, Dr Giulia Fantini, Sarah Atkinson, and Dr Simon Brooks who have acted as PRME leads and coordinated the School's PRME activities and reporting. Through collaboration with colleagues across the School and University, they have helped embed sustainability, ethics, responsible leadership, biodiversity, ESG, sustainable finance, and future generations thinking within teaching, research, partnerships, and student engagement.

These individual contributions sit within a much wider collective institutional effort. Responsible management education at Swansea is therefore not understood as the responsibility of a single individual or discipline, but as an evolving shared commitment across the School and University.

PRME: Formalising and Deepening a Longstanding Commitment

The school's adoption of PRME represented an important milestone in a longer journey towards responsible management education. Rather than introducing a new direction, PRME provided a coherent international framework through which longstanding and emerging activity in sustainability, ethics, responsible leadership, future generations, sustainable finance, biodiversity and societal impact could be connected, strengthened and shared.

Since its initial engagement with PRME, the School has progressively moved from PRME adoption towards deeper institutional integration. Responsible management education has become increasingly visible across education, research, student engagement, partnerships and institutional practice, while PRME has provided a common framework through which these activities can be understood as part of a broader School-wide commitment.

This evolution is supported by the School of Management Strategy 2021–2027, which established A Sustainable School of Management as one of the school's six strategic priorities. The strategy also connects sustainability with collaboration and partnerships, innovative learning and teaching, research for impact and growth, international engagement and external recognition.

The School's PRME journey therefore reflects a progression from foundations to formal commitment, to implementation and continuous improvement. Greater integration of sustainability and responsible management within teaching and research, experiential learning through A4S and future-generations activities, and wider engagement around sustainability and responsible business demonstrate how this commitment is increasingly being translated into practice.

The Welsh context remains particularly significant to the school's developing RME identity. The Well-being of Future Generations framework encourages organisations and future leaders to consider the long-term consequences of present-day decisions, recognise interdependencies across economic, social, environmental and cultural wellbeing, collaborate across institutional boundaries, and involve those affected by decisions.

Together, PRME, the Sustainable Development Goals and the Well-being of Future Generations (Wales) Act provide complementary global and place-based frameworks through which Swansea University School of Management can develop its distinctive contribution to responsible management education as part of a University for Wales.

Looking Forward: From Integration to Continuous Improvement

Having progressively strengthened its PRME commitment since its first SIP report in 2022, the school is now entering the next stage of its responsible management education journey: moving from integration towards deeper institutionalisation, evidence of impact and continuous improvement.

The next phase will focus on strengthening curriculum transformation, developing responsible and future-ready graduates, advancing impactful sustainability-related research, expanding partnerships and experiential learning, and improving how the school evaluates and communicates its educational, environmental and societal impact.

Particular attention will continue to be given to climate action, biodiversity and nature, sustainable finance, responsible leadership, ethical decision-making, social responsibility and future generations thinking. Through these areas, the school seeks to equip graduates not only with the technical and analytical capabilities required by organisations, but also with the ability to understand the wider social and environmental consequences of managerial decisions and contribute positively to society. This next phase also provides an opportunity to move beyond demonstrating the presence of RME-related activities towards evaluating their reach, integration and impact. PRME provides a framework through which the school can continue to identify areas of strength, recognise opportunities for development, encourage collaboration across disciplines, and share progress and learning with the wider responsible management education community.

As a University for Wales, Swansea University has a distinctive opportunity to connect the global ambitions of PRME and the Sustainable Development Goals with Wales' pioneering commitment to the wellbeing of future generations. The school will continue to build on this intersection of global responsibility, civic purpose and future generations thinking, contributing through education, research, partnerships and engagement to more resilient, equitable and nature-positive organisations, communities and economies.

Since the first Sharing Information on Progress (SIP) report in 2022, Swansea University School of Management has continued to build on its longstanding commitment to sustainability, responsibility and ethical leadership. Throughout a period of considerable change and challenge for the higher education sector, PRME has provided a valuable framework for connecting and advancing teaching, research, partnerships and institutional practice. As universities respond to financial, societal, technological and environmental pressures, the school remains committed to the principles and to the role of responsible management education in addressing contemporary global challenges. Looking ahead, the school will continue to deepen the integration of PRME across its activities, strengthen evidence of impact, and support a culture of continuous learning, collaboration and innovation in pursuit of a sustainable, resilient and equitable future.

Graduates & Enrollment

2025 Statistics	Number
Graduates	3313
Faculty & Staff at the University	3219

2025 Statistics	Number
Faculty & Staff at the Institution	128
Student Enrollment at the University	22172
Student Enrollment at the Institution	2353
Undergraduate Attendance	1533
Masters-Level Postgraduate Attendance	567
Doctoral Student Attendance	130
Certificate, Professional Development, or Continuing Education Attendance	123

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

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

Additional

 Postgraduate Certificate  Foundation Degree in Science

Undergraduate Degree Programmes

 BSc Accounting & Finance  BSc Business Management (and pathways)  BSc Economics

Masters Degree Programmes

-  MSc Management (and pathways)
-  MSc Business Management (by Research)
-  MSc Economics
-  MSc International Accounting and Finance
-  MSc Advanced Health and Care Management (Value-Based)

Postgraduate Degree Programmes

-  PhD Business Management
-  Doctor of Business Administration (DBA) Business Management

Certificates, Professional Development, or Associate Programmes

-  Applied Business Management (Coleg Cambria)



Purpose

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



Letter of Commitment



Cyfadran y Dyniaethau a'r Gwyddorau Cymdeithasol
Faculty of Humanities and Social Sciences

Letter of Renewed Commitment from the Dean of Swansea University School of Management

To our stakeholders,

I am pleased to confirm that Swansea University School of Management reaffirms its support for the Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share. Through this 2026 Sharing Information on Progress (SIP) Report, we continue to demonstrate how these Principles are embedded across our teaching, research, partnerships, and engagement activities.

As a business school, we believe that management education has an important role to play in preparing graduates to address the complex social, environmental and economic challenges facing organisations and society. Our mission is to develop responsible leaders and changemakers through research-led education, experiential learning, and meaningful engagement with businesses, policymakers and communities.

Over the past year, we have continued to strengthen the integration of sustainability, ethics, responsible leadership, ESG, biodiversity and future generations thinking across our programmes and activities. Students have engaged with real-world sustainability challenges through initiatives such as the Accounting for Sustainability (A4S) International Case Competition and the Pan Wales Future Generations Hackathon, helping them apply responsible management principles in practice while developing the skills needed to create positive impact.

Our research community continues to generate knowledge that informs policy and practice in areas including sustainable finance, responsible business, climate action, biodiversity, governance and social value. Through collaboration with organisations in Wales and internationally, we seek to contribute to solutions that support sustainable development and improved wellbeing for current and future generations.

We value our membership of the global PRME community and remain committed to continuously improving how responsible management education is delivered across the School. Through this renewed commitment, we reaffirm our dedication to preparing graduates who can lead responsibly and contribute to a more sustainable, resilient, equitable and nature-positive future.

Sincerely,



Cyfadrn y Dyniaethau a'r Gwyddorau Cymdeithasol
Faculty of Humanities and Social Sciences

Professor Nigel O'Leary
Dean of Swansea School of Management
Faculty of Humanities and Social Sciences
Swansea University

Definition of Purpose

At Swansea School of Management, Purpose means empowering students and researchers to create positive societal impact through responsible leadership, innovation, and sustainability. We foster the knowledge, skills, and values needed to address local and global challenges, contribute to inclusive prosperity, and support a more sustainable future.

Institutional Engagement

76% - 100% of faculty at Swansea University School of Management actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

2026 - Purpose

Purpose

At Swansea University School of Management, our purpose is to create, share, and mobilise knowledge that enables organisations, communities, and societies to thrive within environmental limits while improving the wellbeing of current and future generations. Through responsible management education, research, and partnership, we contribute to the transition towards a more resilient, equitable, and nature-positive wellbeing economy.

Our understanding of sustainability recognises the interdependence of economic prosperity, social wellbeing, and ecological resilience. We believe organisations have an important role to play in supporting climate action, restoring biodiversity and ecosystem resilience, advancing a nature-positive economy, strengthening communities, and creating long-term value for stakeholders and future generations.

Guided by the United Nations Sustainable Development Goals and the Well-being of Future Generations (Wales) Act 2015, we seek to:

- Develop responsible and future-ready graduates;
- Generate research that addresses pressing societal, climate, biodiversity, and environmental challenges;
- Foster partnerships that create lasting positive impact;
- Support innovation that contributes to a fairer, more sustainable, resilient, and nature-positive economy;
- Advance responsible management education in Wales and internationally.

Through these activities, we contribute to sustainable development while supporting the wellbeing of people, places, and the planet.

How We Create Impact

The School creates positive impact through three interconnected domains that guide our responsible management education activities.

Education

Developing responsible leaders and globally minded graduates equipped with the knowledge, skills, values and competencies needed to address complex societal, environmental and economic challenges.

Research

Generating impactful and interdisciplinary research that advances knowledge, informs policy and practice, and contributes to sustainable development outcomes.

Engagement

Working collaboratively with businesses, governments, communities, civil society organisations and international partners to create shared value and contribute to societal wellbeing.

Together, these domains provide a framework through which the School advances its mission and contributes to the Principles for Responsible Management Education.

Figure 2

View document  Download document 



Values

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



How We Define Values

At Swansea University School of Management, Values means embedding responsibility to society and the planet across education, research, partnerships, and practice. Through our civic mission, commitment to sustainability, and focus on future generations, we develop responsible leaders capable of creating inclusive prosperity within environmental limits.

Who Champions Responsible Management Education at Our Institution

- ❖ 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

Student Voices

The following narrative demonstrates how Swansea University School of Management has influenced students' academic journey and personal growth.

From Climate Transition to Nature-Positive Business: Embedding Responsible Management Education through the A4S International Case Competition

Giulia Fantini, from the Department of Accounting and Finance, leads Swansea University School of Management's involvement in the Accounting for Sustainability (A4S) International Case Competition. As an Anchor Business School for the initiative, the School continues to use the competition as a platform for embedding responsible management education into both extracurricular activities and curriculum-based learning.

Building on the success of the 2024/25 competition, which focused on corporate decarbonisation and the just transition, the 2025/26 competition challenged students to develop the business case for nature. This shift provided an opportunity to expand students' understanding of sustainability beyond climate change and explore the growing importance of biodiversity, natural capital and nature-related business risks and opportunities in corporate decision-making.

To support students in preparing for the challenge, Swansea University collaborated with Warwick Business School and Alliance Manchester Business School to deliver a series of development sessions. These included a workshop by Darren Sparkes who shared practical advice on developing a successful entry; a session by Jenni Rose on cost-benefit analysis; and a workshop delivered by Giulia Fantini on the relationship between business, nature and finance. The collaboration provided students with access to expertise from three leading UK business schools, broadened the perspectives available to learners, and strengthened institutional partnerships around responsible management education.

Students worked in teams to analyse real companies, assess nature-related dependencies and impacts, identify risks and opportunities, and develop evidence-based recommendations supported by financial analysis. They prepared executive summaries, cost-benefit analyses and professional presentations mirroring the requirements of the international competition. A total of 11 students participated in the internal competition, forming three teams. Through this process, students gained practical experience in applying accounting and finance concepts to emerging sustainability challenges while developing their analytical, communication, teamwork and problem-solving skills. Several students highlighted that the experience helped them better understand the links between environmental issues and business decision-making, while also increasing their confidence in presenting recommendations to senior decision-makers.

A key development during the reporting period was the integration of the A4S approach into teaching and learning. Drawing on the structure and objectives of the competition, elements of the challenge were incorporated into an individual assessment within the accounting and finance curriculum. While the international competition is based on team participation, adapting the approach into an individual assignment enabled a wider group of students to engage with sustainability-related business challenges, evaluate environmental risks and opportunities, and develop financially informed recommendations. This helped extend the impact of the initiative beyond competition participants and further embed sustainability and responsible management principles within the curriculum.

The initiative has strengthened the integration of sustainability within accounting and finance education by connecting classroom learning with real-world business challenges. Students were encouraged to consider how environmental issues, including nature loss and biodiversity decline, create strategic and financial implications for organisations and how finance professionals can contribute to more sustainable and resilient decision-making.

Through competition participation, curriculum innovation and cross-institutional collaboration, the initiative has helped prepare future professionals to address environmental, social and financial challenges while reinforcing the School's commitment to the Principles for Responsible Management Education.

Student Awareness

26% - 50% of students at Swansea University School of Management are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Swansea University School of Management actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Repair Café

The School of Management actively promotes responsible management values by creating opportunities for students and staff to engage in initiatives that address social and environmental challenges.

One example is the Repair Café organised in collaboration with the Circular Economy Society and the Environment Centre Swansea, hosted in the School of Management Atrium. The initiative invited members of the university community to bring household items in need of repair and work alongside experienced volunteers to repair, reuse, and extend the life of products rather than discard them.

The Repair Café provided a practical and accessible way to embed sustainability values into everyday behaviour. By encouraging repair and reuse, the event raised awareness of resource efficiency, waste reduction, and responsible consumption. Participants had the opportunity not only to repair items but also to learn new skills, exchange knowledge, and engage in conversations about sustainable lifestyles.

This initiative reflects the School's commitment to PRME values by connecting sustainability challenges with community action and experiential learning. Students took a leading role in organising and delivering the event, demonstrating how responsible leadership can translate values into practice. The collaboration between students, university staff, and external community partners fostered a shared sense of responsibility for environmental stewardship and strengthened relationships between the university and the wider community.

The Repair Café also contributes to several United Nations Sustainable Development Goals, particularly SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action), by encouraging individuals to rethink consumption habits and reduce waste. Through initiatives such as this, the School of Management seeks to cultivate a culture in which sustainability, collaboration, and community engagement are not only discussed in the classroom but actively practised across campus.

This example demonstrates how values-based education can be embedded into everyday university life, empowering students and staff to become agents of positive environmental and social change.

Continue telling your story

2026 - Values

Values

The values that underpin all School activities are articulated through Swansea University's four commitments:

1. Social and Environmental Responsibility – acting ethically and contributing positively to society and the environment.
2. Striving for Excellence – pursuing the highest standards in education, research, enterprise, and professional practice.
3. Making a Difference – generating meaningful impact for individuals, organisations, communities, and society.
4. Maintaining a Global Outlook – embracing diversity, fostering international collaboration, and preparing students for global citizenship.

These commitments guide the School's teaching, research, partnerships, and operations, ensuring that responsible management, sustainability, and societal impact remain central to our mission and strategic direction.

In practice, the School continues to embed responsibility, sustainability, inclusion, ethics, and future-generations thinking across teaching, research, and engagement. In line with the Well-being of Future Generations (Wales) Act 2015, the Sustainable Development Goals, and the PRME Principles, students are encouraged to think critically about the social and environmental consequences of business decisions and to consider their own responsibilities as future leaders and citizens.

These values are therefore reflected not only in what we teach but also in how we work with students, colleagues, partners, and communities. Together, these values create the foundation for a School culture that promotes ethical leadership, evidence-based decision-making, inclusivity, sustainability, collaboration, and responsibility towards current and future generations.



Teach

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



How We Define Teach

At Swansea School of Management, Teach means helping students become responsible leaders who can make a positive difference in society. We integrate sustainability, ethics, and responsible management into our teaching and provide students with the knowledge and skills to address real-world business, social, and environmental challenges.

Courses that support RME

Swansea University School of Management reports 10 courses in 2025 that support responsible management education and sustainable development goals.

MN-2035 Global Business Environment: International Political Economy

| MN-2035

This module examines the global political, economic, and socio-cultural forces that shape the international business environment. Students explore the relationship between governments, markets, and multinational enterprises, considering how international trade, foreign direct investment (FDI), political institutions, legal frameworks, and cultural contexts influence business decision-making. The module also investigates the impacts of globalisation, regional economic integration, and economic development, with particular attention to the opportunities and challenges of operating in emerging markets. Through contemporary case studies and real-world examples, students develop an understanding of how geopolitical and economic developments affect organisations in an increasingly interconnected world.



MN-3056 Sustainable Tourism | MN-3056

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.



MN-M503 International Financial Accounting | MN-M503

MN-M503 International Financial Accounting provides students with a comprehensive understanding of financial reporting under International Financial Reporting Standards (IFRS). Alongside technical accounting topics, the module introduces the IFRS Sustainability Disclosure Standards (IFRS S1 General Requirements for Sustainability-related Financial Information and IFRS S2 Climate-related Disclosures). Students examine how sustainability-related risks and opportunities influence corporate reporting, transparency, accountability and long-term value creation. The module combines technical accounting knowledge with contemporary sustainability reporting practices to prepare future accounting and finance professionals for an evolving reporting environment.

Through MN-M503 International Financial Accounting, students develop both technical accounting competence and an awareness of the broader societal and environmental implications of corporate reporting. Alongside learning how to prepare and interpret financial statements under IFRS, students are introduced to the emerging field of sustainability reporting through IFRS Sustainability Disclosure Standards (IFRS S1 and IFRS S2), helping them understand how sustainability-related risks and opportunities influence organisational performance and stakeholder decision-making.

The module encourages students to move beyond a traditional shareholder-focused perspective and consider the needs of a wider range of stakeholders. Through engagement with real-world sustainability reporting case studies from organisations such as Burberry and ABN AMRO, students examine how companies integrate sustainability into strategic decision-making, investor communications, and long-term value creation.

A key feature of the module is an individual assessment in which students assume the role of CEO of an SDG 200 company. This exercise requires them to evaluate sustainability challenges, apply IFRS sustainability disclosure principles, and design a future-ready reporting approach. By placing students in a leadership role, the assessment develops critical thinking, ethical judgement, strategic decision-making, and professional communication skills.

Students also complete a reflective memo that encourages them to critically consider the judgements involved in balancing financial and sustainability objectives. This reflection supports the development of responsible leadership capabilities and helps students recognise the role that accounting professionals can play in addressing global sustainability challenges.

As a result, students leave the module with a stronger understanding of transparent reporting,

corporate accountability, climate-related disclosure, and sustainable value creation. These competencies prepare them to contribute to more responsible business practices and to support organisations navigating the transition towards a more sustainable economy.



MN-3517 Corporate Social Responsibility | MN-3517

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 with 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.

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

Feedback from students:

"I have found it eye-opening to some current world issues that aren't spoken about, considering the gravity of the situation."

"Sarah has shaped my CSR brain! Every lecture and seminar worked together to build a sound foundation for the business case for CSR"

"Love seeing aspects of CSR brought to life - real world examples [were] amazing"



EC-M569 Development Economics | EC-M569

This module examines the economic, social, and environmental dimensions of development in low- and middle-income countries. Students critically engage with theories of economic development and explore key challenges including poverty, inequality, human capital development, environmental protection, gender equality, urbanisation, international trade, finance, and public policy. Through the analysis of real-world development issues and policy interventions, students develop the knowledge

and analytical skills required to evaluate development strategies and contribute to sustainable and inclusive economic development. The module adopts an interdisciplinary perspective, highlighting the roles of governments, markets, and civil society in addressing global development challenges.

Students develop a deeper understanding of the interconnected economic, environmental, and social challenges facing developing countries. Through active learning activities, case studies, policy debates, collaborative projects, and flipped-classroom approaches, students strengthen their critical thinking and policy evaluation skills while engaging with real-world issues such as poverty alleviation, environmental sustainability, gender equality, health, education, and inclusive economic growth. The module equips students to assess complex development problems from multiple stakeholder perspectives and encourages them to design and evaluate policies that contribute to sustainable development and social progress. Specific sessions address the environment and development, gender and development, poverty and inequality, human capital, and the roles of state, market, and civil society, directly supporting awareness of several Sustainable Development Goals, particularly SDGs 1, 4, 5, 8, 10, 13 and 16.



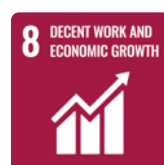
EC-2044/3044/3044T Economic Development | EC-2044/3044/3044T

Economic Development equips students to critically examine the economic and social dimensions of development and the policy choices involved in improving human wellbeing. The course moves beyond a narrow focus on GDP and economic growth to consider poverty, inequality, health, education, gender equality and women's empowerment, population dynamics, urbanisation and social cohesion. Students learn to interpret and critically appraise development and poverty indicators, identify barriers to development and apply economic theories to real-world development challenges.

The course uses an active and flipped-learning approach. Interactive lectorials combine economic theory with group analysis of articles, videos and case studies, policy debates, collaborative problem solving, polling and country-focused development challenges. Students are encouraged to recognise that complex development problems rarely have a single solution and to evaluate alternative policy interventions using economic evidence and theory. The assessed coursework reinforces this approach by asking students to advise how a hypothetical \$100 million development loan should be allocated in Mexico, requiring them to connect development indicators, economic theory, country

context and policy choices. Through these activities, students develop critical thinking, analytical and policy-evaluation skills while gaining a deeper understanding of inclusive and socially sustainable economic development.

The course develops students' ability to understand economic development as a multidimensional challenge that extends beyond economic growth to encompass poverty, inequality, health, education, gender equality, empowerment and social inclusion. Through active and flipped learning, case studies, collaborative activities and policy-based problems, students learn to critically interpret development indicators, apply economic theories to real-world challenges and evaluate competing policy choices. Students are encouraged to recognise that complex development problems rarely have a single solution and to justify decisions using evidence, theory and country context. The assessed coursework reinforces this approach by requiring students to determine how a hypothetical \$100 million development loan should be allocated in Mexico. In doing so, students develop critical thinking, analytical and policy-evaluation skills while strengthening their understanding of inclusive and socially sustainable economic development.



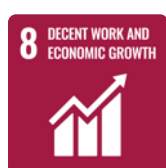
MN-3512 Business Ethics | MN-3512

Business Ethics develops students' capacity to critically examine the ethical responsibilities of business and the consequences of managerial and organisational decisions for society. Rather than treating ethics as an add-on to conventional management, the module invites students to question the assumptions underpinning contemporary business and capitalism and to consider how organisations interact with employees, consumers, governments, civil society and other stakeholders.

Students engage with competing ethical theories and perspectives and apply them to contemporary challenges including corporate responsibility, globalisation, consumer activism, workplace precarity, employee resistance and the environmental and social consequences of prevailing business models. Through lectures, discussion-based seminars, critical engagement with academic research and reflective assessment, students learn to interrogate different viewpoints, recognise ethical tensions and develop and defend their own reasoned positions.

The module ultimately encourages students to move beyond asking whether individual business decisions are ethical to consider what a more responsible and sustainable business and economic landscape might look like. In doing so, it develops critical thinking, ethical reasoning, stakeholder awareness and the capacity to challenge business-as-usual, equipping students to approach future managerial decisions with greater awareness of their wider social and environmental consequences.

Business Ethics develops students' ability to think critically about the ethical responsibilities of business and the wider consequences of managerial decisions. Through ethical theories, contemporary business challenges and seminar discussions, students learn to question assumptions, evaluate competing perspectives and consider the impact of business decisions on employees, consumers, governments, civil society and the wider environment. The module encourages students to move beyond viewing ethics as a matter of corporate compliance and to critically examine issues such as capitalism, corporate responsibility, consumer activism, workplace precarity and alternative ways of organising business. By developing and defending their own ethical assessment of contemporary capitalism, students strengthen their ethical reasoning, critical thinking and stakeholder awareness, preparing them to approach future managerial decisions with a greater sense of responsibility and awareness of their social and environmental consequences.



Strategic Business Leader | MN-M039

Strategic Business Leader develops students' ability to approach complex business challenges from a strategic, responsible and ethical leadership perspective. The course considers organisations within changing business and socio-economic environments and explores how leaders can create sustainable value while responding to the expectations of multiple stakeholders. Key themes include responsible leadership, business ethics, stakeholder management, corporate governance, social responsibility, strategic decision-making, risk management, digital transformation, innovation and organisational change. Through lectures, case-based learning, seminar activities, independent research and critical reflection, students learn to integrate financial, strategic, ethical and sustainability considerations into business decision-making. Particular emphasis is placed on the role of business leaders in promoting responsible organisational cultures and embedding social responsibility and sustainability within organisational strategy and practice.

The course encourages students to move beyond a narrow focus on financial performance and consider the broader responsibilities of business leaders towards organisations, stakeholders and society. Students develop the ability to critically evaluate how leadership, governance, ethics and strategic decision-making influence responsible and sustainable value creation. Through case-based learning, applied activities and critical reflection, they are challenged to consider competing stakeholder interests, ethical dilemmas and the social consequences of strategic decisions. A core assessed component specifically asks students to critically examine the mechanisms that business leaders can use to enhance social responsibility and sustainability within their organisations. This enables students to connect sustainability with real managerial decision-making and prepares future business leaders to integrate ethical, social and economic considerations into strategy, governance and organisational change.



The Global Context of Organisation | MN-1520

The Global Context of Organisation introduces students to the key political, economic, social and cultural contexts within which organisations operate. The module is based on the understanding that organisations do not operate in a vacuum: they are shaped by, and themselves help to shape, the wider environments in which they operate.

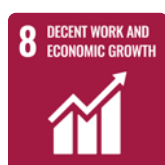
Students explore these relationships from local and global perspectives, examining topics including family firms, communities, organisational norms and values, culture, political economy, globalisation, glocalisation, identity and work. The module encourages students to question simple distinctions between the local and global and to consider how organisations, individuals and communities are interconnected.

By examining the relationship between organisations and their wider societal context, the module provides students with a foundation for understanding the responsibilities and challenges of managing organisations in an interconnected global environment.

The module encourages first-year students to move beyond seeing organisations as isolated economic entities and to recognise how business and organisational decisions are shaped by wider political, economic, social, cultural and community contexts. Through discussion of both local and global perspectives, students develop their ability to critically examine how organisations affect, and are affected by, the societies in which they operate.

Particular attention is given to the relationship between the local and global, encouraging students to consider different communities, cultures and perspectives and to question assumptions about organisation, work and management. The module also develops transferable skills in identifying and analysing critical business issues, independent working and critical self-reflection.

This provides an early foundation for responsible management education by helping students recognise that management decisions take place within wider social and institutional contexts and that organisations can themselves shape those contexts.



Value-Based Health and Care Strategy Implementation: Leadership and People | MN-MAH8P

Value-Based Health and Care Strategy Implementation: Leadership and People explores the leadership, organisational culture and innovation capabilities needed to implement Value-Based Health and Care (VBHC) successfully. Recognising that the transition to VBHC represents significant organisational and system change, the module develops students' understanding of how leaders can engage people, address barriers to change and create organisational cultures that support innovation and value-based approaches to health and care.

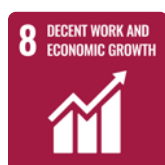
Students critically evaluate theories of leadership and culture change and consider how these can be applied within their own professional and organisational contexts. Case-based discussions use examples from the NHS in Wales and wider health and care systems, enabling students to examine real implementation challenges from the perspective of organisational leaders, develop potential responses and compare these with what happened in practice.

Through its focus on systems leadership, stakeholders, long-term partnerships, ethics, equality and diversity, the module develops the capabilities required to lead responsible organisational change and contribute to health and care systems that create greater value for patients, organisations and wider society.

The module enables students to connect leadership and organisational change theory directly with challenges encountered in health and care practice. Through case-based discussions, students consider real challenges faced by health and care systems and are asked to respond from the position of an organisational leader before comparing their proposed approaches with what occurred in practice. This develops critical thinking, reflection and the ability to make informed leadership decisions in complex organisational settings.

Students are also encouraged to apply their learning to their own professional contexts. Assessment requires them to develop and communicate elements of a VBHC implementation plan relating to people, stakeholders and culture and to critically evaluate approaches to leadership and culture change within their organisation. This helps bridge academic learning and professional practice.

The module therefore supports students in developing as reflective and responsible health and care leaders who can engage stakeholders, manage change, build effective partnerships and consider safety, ethics, equality and diversity when leading organisational transformation.



Educator Recognition

At Swansea University School of Management, we recognize educators for quality of teaching in the following ways:

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

Teaching Voices

The following statements demonstrate ways in which educators at Swansea University School of Management support sustainability and responsible management in their classrooms.

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

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.

Pan Wales Future Generations Hackathon

From Local Pilot to National Movement: Scaling Hackathons for Sustainability Education in Wales

Higher education institutions are continually exploring innovative ways to engage students and develop the knowledge, skills and attributes required for future careers. In today's rapidly changing world, it is increasingly important that students understand the United Nations Sustainable Development Goals (SDGs) and recognise the role they can play in addressing complex societal challenges. Universities therefore have a critical responsibility to equip graduates with the competencies needed to contribute to a more sustainable future.

Within Wales, this agenda is shaped by a distinctive political and educational context. The Well-being of Future Generations (Wales) Act 2015 (WFGA) is the first legislation of its kind in the world, requiring public bodies to consider the long-term impact of their decisions on social, cultural, economic and environmental wellbeing. The Act establishes seven wellbeing goals that provide a framework for creating a more sustainable and prosperous Wales.

Despite its international significance, awareness of the Act among students and even among some organisations seeking to align their practice with it remains limited. At the same time, capacity constraints can make it challenging to provide widespread support for embedding the principles of the Act. This presents an opportunity for higher education to play a more active role in connecting students with Wales's future generations agenda.

Why Hackathons?

Hackathons offer a powerful mechanism for bringing sustainability challenges to life. Traditionally associated with computing and engineering, hackathons are increasingly recognised as valuable pedagogic tools across disciplines.

In a hackathon, students work collaboratively in teams to develop solutions to real-world challenges within a defined timeframe. Teams are often interdisciplinary and diverse, enabling participants to combine different perspectives and experiences. Through ideation, problem-solving and presentation, students develop creativity, communication, teamwork and enterprise skills while tackling authentic challenges.

Swansea University Humanities Hackathon 2025: A Pilot with Purpose

In March 2025, Swansea University delivered its first Humanities Hackathon centred on the Well-being of Future Generations Act 2015. Students were tasked with selecting one of the seven wellbeing goals and developing an innovative solution to address it.

The success of hackathons as a learning approach lies in their ability to combine challenge-based learning, collaboration and experiential education. Rather than learning about sustainability through traditional classroom approaches, students are required to apply policy frameworks, negotiate competing perspectives and develop practical solutions under real-world constraints. In doing so, sustainability moves from being an abstract concept to a lived experience, fostering both deeper understanding and greater student ownership of the issues involved.

Working in teams of four, participants had five hours to generate, refine and present their ideas. Students from different disciplines, levels of study and cultural backgrounds collaborated to tackle shared challenges before pitching their solutions to a panel of judges drawn from academic and external stakeholder communities.

The event was designed to increase awareness of the WFGA while empowering students to contribute practical ideas that could inform policy and practice. For participants, the legislation became more than a theoretical framework; it became a catalyst for creativity, problem-solving and civic engagement.

The winning team developed *Horizon Scan Cymru*, a mobile-first social enterprise concept designed to empower citizens to protect Wales's coastal biodiversity. By enabling real-time reporting of ecological change, the platform sought to connect community knowledge with scientific and policy needs. Perhaps most significantly, the team continued developing the concept beyond the hackathon itself, demonstrating how such initiatives can act as catalysts for enterprise, innovation and social impact. The event also revealed something more significant: hackathons provided an effective and scalable mechanism for engaging students with the WFGA while simultaneously developing graduate skills. What began as a local pilot quickly demonstrated the potential for wider sector adoption.

Scaling Educational Innovation Across Wales

Building on the success of the Swansea pilot, the initiative rapidly evolved into a Pan-Wales Well-being of Future Generations Hackathon in 2026.

Led by Swansea University and involving every Welsh university, the competition brought students together around a shared national challenge. The first stage took place simultaneously across Wales on 4 March 2026, with winning teams from each institution progressing to a national final hosted at Swansea University on 29 April 2026.

Finalists presented their ideas to a judging panel comprising representatives from private enterprise and the Future Generations Commissioner's Office. The winning team, from the University of South Wales, developed *HealthBridge Wales* a digital social prescribing platform that connects healthcare professionals with community support services and enables non-medical interventions to be prescribed alongside, or instead of, traditional treatments.

As part of their prize, the students received funded attendance at Ideas Fest 2026 and the opportunity to visit the Future Generations Commissioner's Office to discuss the future development of their concept.

The national final brought together representatives from Medr, Welsh Government, Advance HE, industry, careers services, professional services and enterprise and entrepreneurship teams. In many respects, the event demonstrated the power of cross-sector collaboration in supporting student innovation while advancing shared sustainability priorities.

Importantly, the original Swansea-winning team returned as hackathon ambassadors, contributing to event design, promotion and delivery. Their transition from participants to co-creators illustrates the lasting value of experiential learning and highlights how students can become active partners in shaping institutional and sector-wide initiatives.

Sector-Wide Impact

The hackathon model has already delivered a range of benefits across the Welsh tertiary education sector:

- - Increased awareness and understanding of the Well-being of Future Generations Act among students, staff and external stakeholders.
 - Strengthened collaboration between Welsh universities and key external partners.

- Enhanced employability, enterprise and innovation skills through authentic challenge-based learning.
- Generated new business and social enterprise concepts, including *Horizon Scan Cymru* and *HealthBridge Wales*.
- Supported dissemination of good practice through Advance HE, UN PRME, the SDG Teach-In and sector conferences.
- Inspired new discipline-specific initiatives, including Swansea University's Medicine and Life Sciences Hackathon.
- Led to the development of a cross-disciplinary Hackathon Toolkit to support wider curriculum adoption.
- Created opportunities for future UK-wide and international collaboration.

Looking Ahead

The Pan-Wales Well-being of Future Generations Hackathon demonstrates the transformative potential of hackathons as future-focused pedagogic tools. More importantly, it showcases how a relatively small educational innovation can be scaled into a sector-wide model that aligns student learning with national policy priorities.

By combining challenge-based learning, sustainability education and cross-sector collaboration, hackathons provide students with opportunities to develop essential employability skills while contributing to real-world social impact. The Welsh experience suggests that when universities work collaboratively, students can move beyond being learners to becoming innovators, changemakers and partners in addressing the complex challenges facing society.

As higher education continues to navigate an increasingly uncertain and interconnected world, initiatives such as this offer a practical and transferable model for embedding sustainability, creativity and civic responsibility within the curriculum. What began as a single institutional pilot has evolved into a national movement demonstrating the powerful role that higher education can play in shaping a more sustainable future for Wales and beyond.

Barriers to Innovative Curriculum

In 2025, Swansea University School of Management identified the following barriers to innovating, updating, or taking risks in existing curriculum:

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

Barriers to Innovative Pedagogy

In 2025, Swansea University School of Management identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

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

Continue telling your story

Swansea University: Teach

The School continues to expand opportunities for experiential and challenge-based learning. Initiatives such as the Accounting for Sustainability (A4S) International Case Competition, the Pan-Wales Future Generations Hackathon, sustainable management field trips to Crymlyn Burrows (a University-managed Site of Special Scientific Interest), and reflective assessments enable students to apply responsible management concepts to real-world challenges. These activities encourage systems thinking, critical reflection, collaboration, and action-oriented learning.



Research

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

How We Define Research

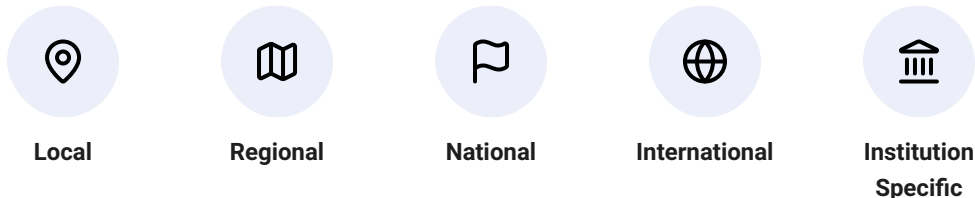
At Swansea School of Management, Research means creating and sharing knowledge that helps address societal, environmental, and business challenges. Our research informs responsible management practice, supports sustainable development, and contributes to positive impact through collaboration with businesses, policymakers, communities, and other stakeholders.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Swansea University School of Management was awarded funding for research that is:



Socializing Research

In 2025, Swansea University School of Management contributed research findings to:

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

Research Projects

In 2025, Swansea University School of Management reported 8 research projects that implemented responsible or sustainable activities.

Learners with SEN and climate change education

Period Covering: November, 2024 - October, 2025

Department: Business Administration

Climate Change and Sustainability Education (CCSE) is a mandatory requirement within the Curriculum for Wales (CfW), aligning with 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 levelled CCSE becomes not just an educational priority but a matter of social justice.

1. Critical Resource Gap Lack of appropriate materials: There are no readily available CCSE resources specifically for ALN learners with complex needs. Teacher burden: Educators are creating resources from scratch due to curriculum requirements, leading to increased preparation time, guilt, and burnout. Differentiation challenges: All lessons require ad hoc differentiation by the teacher to suit the needs of the learners in front of them, however outdoor learning resources in particular require significant adaptation. Age-stage disconnect: Resources either exceed learners' cognitive abilities or are age-inappropriate e.g. nursery age children depicted in a resource used by teenagers. Micro-Delphi validation: 13 of 16 participants rated resource needs as urgent, with age-appropriate content for older learners identified as the top priority.

Key Findings The research was conducted through qualitative interviews and questionnaires with 26 settings across Wales, including:

Special Schools

Specialist Teaching Facilities (STFs)

Pupil Referral Units (PRUs)

Learning Pathway Centres (LPCs)

Education Otherwise Than At School (EOTAS) provisions

Moderate Learning Difficulties (MLD) provision

Complex Needs Resource Base (CNRB)

Four critical areas requiring immediate attention have been identified. The following findings were validated through a micro-Delphi study with 16 participants, confirming high consensus on identified needs: Climate Change and Sustainability Education (CCSE) is a mandatory requirement within the Curriculum for Wales (CfW), aligning with 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 levelled CCSE becomes not just an educational priority but a matter of social justice.

1. Critical Resource Gap Lack of appropriate materials: There are no readily available CCSE resources specifically for ALN learners with complex needs. Teacher burden: Educators are creating resources from scratch due to curriculum requirements, leading to increased preparation time, guilt, and burnout. Differentiation challenges: All lessons require ad hoc differentiation by the teacher to suit the needs of the learners in front of them, however outdoor learning resources in particular require significant adaptation. Age-stage disconnect: Resources either exceed learners' cognitive abilities or are age-inappropriate e.g. nursery age children depicted in a resource used by teenagers. Micro-Delphi validation: 13 of 16 participants rated resource needs as urgent, with age-appropriate content for older learners identified as the top priority.

2 Particular Challenges for Early Learners

Severe resource shortage: Resources suitable for pre-progression step and routes for learning levels are in severely short supply

3. Insufficient Staff Training Knowledge gaps: Teachers lack confidence in climate change and sustainability concepts. Irrelevant mainstream training: Existing training focuses on activities unsuitable for ALN learners, leaving teachers frustrated and without practical resources. Cross-curricular confusion: Many teachers still view CCSE as science-specific rather than a cross-curricular theme. Limited accessibility: Training often excludes teaching assistants, who play crucial roles in ALN settings. Reduced confidence: There is a lack of examples and guidance, which prevents teachers from attempting CCSE delivery.

4. Absence of Specialised Networks Isolation: ALN teachers lack opportunities to share best practices and resources specific to CCSE. Limited collaboration: While ALN cluster working exists for mainstream ALN coordinators, no dedicated CCSE networks serve alternative provision settings. Underrepresentation: Routes for learning and pre-progression step learners are rarely represented in the limited existing meetings and current training available.



Pan Wales Future Generations Hackathon

Period Covering: June, 2025 - April, 2026

Department: Business Administration

This project describes a pan wales hackathon where all Welsh Universities came together. Led by Swansea University the hackathon involved students working in teams to generate solutions to the well being of future generations act well being goals over a period of 5 hours. Student teams from across Wales undertook the hackathon at the same time with institution level winners being announced. Institution level winners then came together in Swansea University for a face to face final to compete to be named the overall Hackathon winners. Students were required to pitch their solution through a five minute presentation



Consultancy Services to Scope the Environment for Influencing Policy and Practice for Multiple Condition Management in Wales

Period Covering: November, 2025 - January, 2026

Department: Business

This project, led by Thomas Cushion through the Bevan Commission at Swansea University and funded by Macmillan Cancer Support, examines the policy and practice landscape for the management of multiple health conditions in Wales. Drawing on expertise in Welsh health and care policy and strategic collaboration, the project undertakes a landscape analysis to identify relevant stakeholders, strategic alliances and opportunities for influencing policy and practice. The research aims to support more effective and coordinated approaches to multiple-condition management and strengthen collaboration across the Welsh health and care system. By contributing evidence to inform policy, partnership working and health-care practice, the project supports improved health and well-being, greater equity in health-care provision and the development of effective cross-sector partnerships in Wales.



Hywel Dda Value-Based Health Care and Procurement Support 2026–28

Period Covering: March, 2026 - March, 2028

Department: Business

This project supports Hywel Dda University Health Board in embedding Value-Based Health Care (VBHC) as an organisation-wide operating model. Led by Swansea University's Value-Based Health and Care Academy, the project provides targeted coaching, structured support and specialist consultancy to strengthen whole-system working across pathways of care and improve the value delivered to patients. It also supports the Health Board's finance team in maximising value from future healthcare investment and exploring outcome-based contracting for referrals to other providers. By linking health outcomes with responsible resource allocation, procurement and organisational decision-making, the project contributes to more sustainable and effective healthcare delivery. It supports improved health and well-being while promoting responsible use of public resources and collaborative approaches to delivering better outcomes for patients and healthcare systems.



Inclusive Immersion: Cultural Perspectives on Decompression and Wellbeing in Virtual Reality Environments

Period Covering: May, 2026 - March, 2027

Department: Business

This project investigates how immersive technologies can support wellbeing and recovery through culturally inclusive approaches to decompression. Using virtual reality headsets and immersive environments, the research will design and pilot immersive decompression experiences informed by research on cultural wellbeing, sensory design and experience narrative. Particular attention is given to how cultural perspectives shape experiences of stress, relaxation and wellbeing. Through an EDIB-informed approach, the study will collect data from participants from diverse cultural backgrounds and evaluate the experiences using physiological measures, psychological measures and qualitative feedback. The project will develop an Inclusive Immersive Decompression Framework, providing design principles and prototype examples for culturally responsive digital wellbeing technologies. The research aims to advance understanding of inclusive digital health and wellbeing while providing a foundation for future interdisciplinary research and responsible development of immersive technologies across different cultural and organisational settings.



Financial Materiality of Sustainability Reporting and the Environmental Component of ESG Ratings

Period Covering: June, 2026 - May, 2028

Department: Accounting | Finance

This project investigates the financial materiality of environmental factors within ESG ratings and examines whether sustainability disclosures aligned with IFRS S1 and S2 can improve the consistency and comparability of environmental assessments across rating agencies. Responding to growing demand from investors and other stakeholders for reliable sustainability information, the research will map environmental factors used by ESG rating agencies against IFRS S1 and S2 disclosures and construct alternative environmental ratings. These measures will then be evaluated in relation to corporate financial performance. By examining whether internationally aligned sustainability disclosures can reduce inconsistencies in ESG assessments, the project aims to advance understanding of the financial relevance of environmental information and contribute to more transparent, comparable and decision-useful sustainability reporting. The research has implications for investors, companies, rating agencies and policymakers seeking to strengthen corporate environmental accountability and support more informed and responsible capital allocation.



Talking Money, Doing Gender: Exploring Gender, Money and Financial Wellbeing among the Self-Employed

Period Covering: June, 2026 - December, 2027

Department: Business

This project explores how gender norms shape the ways self-employed workers talk about money and how these dynamics influence financial wellbeing. Responding to the growing policy emphasis on open conversations about money as a means of strengthening financial literacy, saving, budgeting and financial planning, the research examines whether the ability to discuss finances is itself shaped by gendered social norms. Using in-depth qualitative interviews with entrepreneurs, the project investigates how gendered forms of “money talk” can enable or constrain individuals’ ability to achieve financial wellbeing through self-employment. By bringing together gender, entrepreneurship and financial wellbeing, the study aims to deepen understanding of inequalities in financial experiences and behaviours and contribute evidence relevant to more inclusive approaches to financial wellbeing and support for self-employed workers.



Regional Civic Engagement Partnership Working (W24/11HE)

Period Covering: August, 2026 - July, 2027

Department: Business | Politics, Philosophy & International Relations

This project supports the development of a shared vision for regional civic engagement and partnership working across the tertiary education sector. Led by Swansea University in collaboration with other universities and further education colleges in the region, the initiative seeks to strengthen cooperation between education providers and wider regional partners and to identify effective approaches to civic engagement. Recognising that institutions and their regional partners are best placed to determine local priorities and define meaningful measures of success, the project supports collaborative approaches tailored to regional needs. By strengthening cross-institutional relationships, shared learning and civic engagement, the project contributes to the role of tertiary education institutions as responsible regional partners and supports the development of more connected, inclusive and sustainable communities.



Research Awards

In 2025, Swansea University School of Management was awarded 5 research awards for responsibility- and/or sustainability-related research.

Higher Education Research & Development Article of the Year Award 2025

Granter: Higher Education Research & Development (HERD) Journal

Grantee: Sarah Crook, School of Culture and Communication, Swansea University

Award Description:

Sarah Crook's article, "Using historical approaches to understand contemporary student loneliness", was awarded the Higher Education Research & Development Article of the Year Award 2025. Funded by the Economic and Social Research Council (ESRC), the research demonstrates how historical approaches can provide valuable insights into the contemporary challenge of student loneliness and inform present-day policy and practice. The work contributes to understanding student

wellbeing, social inclusion, and higher education experiences, aligning with SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 10 (Reduced Inequalities). The award recognises the article's significant contribution to research and its potential impact on educational policy and practice.

Research Society for American Periodicals Article Prize 2024-25

Granter: Research Society for American Periodicals (RSAP)

Grantee: Siân Round, School of Culture and Communication, Swansea University

Award Description:

Siân Round's article, "Lillian Smith's Strange Fruit and Periodical Readerships," published in the Journal of American Studies, was awarded the Research Society for American Periodicals Article Prize 2024-25. The research examines the readership and reception of Lillian Smith's Strange Fruit, a significant work addressing racial segregation, inequality, and social justice in the United States. By exploring historical perspectives on race, representation, and public discourse, the article contributes to a deeper understanding of social inclusion and the role of cultural narratives in challenging inequality. The research aligns with SDG 10 (Reduced Inequalities) and SDG 16 (Peace, Justice and Strong Institutions) through its engagement with themes of equity, justice, and societal change.



Association for Information Systems (AIS) Impact Award 2025 (Regulatory Impact)

Granter: Association for Information Systems (AIS)

Grantee: Denis Dennehy and Tom James (School of Management, Swansea University)

Award Description:

Denis Dennehy and Tom James received the Association for Information Systems (AIS) Impact Award 2025 (Regulatory Impact) at the International Conference on Information Systems (ICIS) for their project, "Building a Digital Innovation Ecosystem in Welsh Health and Social Care." The award recognises information systems research that demonstrates widespread impact on business practice and society. The project has contributed to the development of innovation capacity across Welsh health and social care systems, supporting digital transformation, collaboration, and the delivery of improved public services. Through its focus on innovation ecosystems, stakeholder engagement, and societal impact, the research advances responsible management and sustainable development objectives. The award aligns with SDG 3 (Good Health and Well-being), SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reduced Inequalities), and SDG 17 (Partnerships for the Goals).



British and Irish Association of Stroke Physicians (BIASP) Best Local Researcher Award 2025

Granter: British and Irish Association of Stroke Physicians (BIASP)

Grantee: Manju Krishnan, PhD Student, School of Management, Swansea University

Award Description:

Manju Krishnan received the British and Irish Association of Stroke Physicians (BIASP) Best Local Researcher Award 2025 in recognition of her outstanding contribution to local stroke research. The national award recognises clinicians who have made a substantial impact on stroke research and innovation through the effective use of available resources. Dr Krishnan's work has contributed to improving the evidence base for stroke care and supports the advancement of healthcare practice and patient outcomes. The award demonstrates the value of applied, impact-driven research in addressing significant public health challenges and promoting evidence-informed healthcare. The research aligns with SDG 3 (Good Health and Well-being) through its focus on improving health outcomes and healthcare delivery, and SDG 9 (Industry, Innovation and Infrastructure) through its contribution to healthcare research and innovation.



Best Paper Award, Journal of Business Venturing Insights Entrepreneurship Academy 2025

Granter: Journal of Business Venturing Insights Entrepreneurship Academy 2025, Aalto University Business School

Grantee: Lucy Griffiths, School of Management, Swansea University

Award Description:

Lucy Griffiths received the Best Paper Award at the Journal of Business Venturing Insights Entrepreneurship Academy 2025, held at Aalto University Business School, Finland, for her paper, "Normativity to Nuance: Towards a Second Wave of Neurodivergent Entrepreneurship Research." The paper advances understanding of neurodiversity within entrepreneurship research by challenging traditional assumptions and advocating for more inclusive and nuanced approaches to entrepreneurial participation and success. The research contributes to the development of more equitable entrepreneurial ecosystems and highlights the importance of recognising diverse cognitive experiences in entrepreneurship theory and practice. The award recognises the quality and impact of research promoting inclusion, diversity, and equal opportunities within entrepreneurial contexts. This work aligns with SDG 8 (Decent Work and Economic Growth) through its focus on inclusive entrepreneurship and SDG 10 (Reduced Inequalities) by advancing knowledge that supports greater participation and representation of neurodivergent individuals in entrepreneurial activity.

Research Presentations Related to RME and/or Sustainability

In 2025, Swansea University School of Management gave 11 research presentations related to RME and/or sustainability.

Climate Change Education in the UK and Nigeria: Supporting Climate-Forward Solutions and Effective Climate Governance

Authors: Jennifer Rudd, Swansea University

Date of publication: November, 2025

Presented at: University of Bradford Annual Climate Panel

Department: Business

Jennifer Rudd was invited to contribute to the University of Bradford's annual climate panel, held to coincide with COP, under the theme "Promoting Climate Forward Solutions in the Quest for Effective Climate Governance." Her presentation drew on her research into climate change education in the UK and Nigeria, exploring the role of education in building knowledge, capacity and engagement to address the climate crisis. By bringing perspectives from two different national contexts into the discussion, the presentation highlighted the importance of climate education in supporting effective and inclusive responses to climate change. The contribution connected research and educational practice with the wider challenge of climate governance, demonstrating how education can help equip individuals and communities with the understanding and capabilities required to participate in the transition towards a more sustainable and climate-resilient society.



Bridging Green and Digital Gaps: Design for Inclusive Environmental Risk Communication

Authors: Yan Wu, Swansea University | Nicholas Micallef, Swansea University

Date of publication: May, 2026

Presented at: Society for Risk Analysis Europe (SRA-E) 34th Annual Conference 2026

Department: Culture and Communications

Minority Ethnic (ME) communities are frequently excluded from mainstream discussions of climate change, environmental sustainability, and rural affairs, despite extensive evidence of persistent "green gaps" in environmental awareness, participation, and risk exposure (Agyeman et al., 2003; de Zylva et al., 2020; McLeman 2013, Welsh Government 2024). At the same time, environmental risk

communication is increasingly mediated by digital technologies, including citizen data platforms, algorithmic systems, and AI-enabled tools that shape how risks are monitored, interpreted, and debated in public arenas. These shifts raise pressing questions for equity, access, and the inclusiveness of contemporary risk communication systems.

Our proposed paper focuses on the methodological challenges and opportunities of engaging ethnic minority communities in digitally mediated environmental risk communication. It examines how participatory AI co-design can function as a risk communication method—rather than merely a technical intervention—by enabling communities to critically engage with environmental data, communication infrastructures, and governance processes.

The study adopts an interdisciplinary, mixed qualitative methodology. First, community-based ethnographic studies (Ritter 2022; Kozinets 2019) explore how ME groups currently access, interpret, and share environmental risk information through digital media, including perceptions of credibility, relevance, and trust. Second, participatory co-design workshops bring community members together with academic researchers to collaboratively explore AI concepts, identify communication barriers, and prototype AI-supported approaches to environmental risk communication. These workshops will generate insights into values, assumptions, and power dynamics embedded in AI-mediated risk communication.

Methodologically, the paper contributes to risk communication scholarship by demonstrating how co-design can be operationalised as a reflexive analytic research tool. It shows how participatory methods can reveal mismatches between institutional risk communication strategies and community lived experience, while also enhancing AI literacy and communicative agency among participants. This participatory approach foregrounds dialogue and mutual learning as core components of equitable risk communication and environmental governance.

In line with the SRA-E 2026 theme, this paper argues that advancing safer and fairer futures requires methodological innovation in risk communication. By embedding AI co-design within participatory research with ME communities, the study demonstrates how risk communication can move beyond information transmission towards more inclusive, accountable, and socially robust forms of environmental risk governance. The findings offer actionable insights for researchers, policymakers, and practitioners seeking to tackle systematical exclusion of certain groups from meaningfully participating in civic life based on their lived experience (Mihelj et. Al 2019). This approach pioneers a model of participatory AI as environmental risk communication.



Sustainability Pays: ESG Alignment, Funder Identity, and the Dynamics of Startup Investment

Authors: Giulia Fantini | Huang Kuang | Leila Zbib

Date of publication: April, 2026

Presented at: BAFA Annual Conference 2026 / Finance and Accounting Annual Research Symposium

Department: Accounting | Finance

This research investigates how ESG alignment influences startup investment decisions and how this relationship varies according to investor identity. The study contributes to the sustainable finance literature by examining whether sustainability considerations affect the allocation of entrepreneurial capital and investment behaviour. Findings provide insight into the conditions under which ESG performance influences funding decisions and highlights the growing importance of sustainability considerations within entrepreneurial finance.



Climate Action Escape Room (CAER): Using Biodiversity Education to Strengthen Climate Action

| [DOI](#)

Authors: Sarah Atkinson | Marc Duffy | Hyemi Shin

Date of publication: September, 2025

Presented at: UN PRME UK and Ireland Chapter Conference, University of Bath School of Management.

Department: Business | School of Management

The Climate Action Escape Room project uses transformative, game-based pedagogies to bridge the gap between climate knowledge and practical action. Using the Biodiversity Escape Game as a case study, the project demonstrates how experiential and collaborative learning approaches can strengthen climate literacy, biodiversity awareness, and community resilience. Developed through a cross-institutional partnership, the initiative provides scalable educational tools to support sustainability education.



What Does Non-Anthropocentric Ethics Have to Do with Local Food? | [DOI](#)

Authors: Alessandro Graciotti

Date of publication: October, 2025

Presented at: The American University of Rome

Department: Marketing

The rural idyll is a geographical imagination envisioning a utopian escape from urban modernity and industrial values. However, this imaginary typically serves anthropocentric, neoliberal market logics, which landscape the rural as other. Alternative Food Networks (AFNs) may navigate this tension when committing to the ethico- political relocalisation of food systems. Drawing on Braidotti's nomadic ethics, this study develops a non- anthropocentric (new materialist and posthuman) understanding of the rural idyll, grounded in the narratives of local food consumers participating in AFNs in the Italian region of Marche. Based on 20 in-depth interviews, this research explores how participants' narratives can express a life-affirming desire that (re)configures the rural idyll as a not-yet-sustained condition of more-than-human rural spatial assemblages, providing a counter-point to the negative realities presently landscaping non-human nature as other. Findings show that these narratives contribute to the nomadic ethical placemaking of a non-anthropocentric rural idyll – a virtuality foregrounding a 'rural of the future' committed to fostering human and non-human intra-actions based on the ontological dissolution of the human subject in rural space. This process repositions non-human life discourse as ethico- politically central in agri-food practices and fosters a non-linear, inclusive reinterpretation of local food autochthony. Thus, this study contributes to food geographies and rural studies by showing how AFN-driven local food consumption can help overturn anthropocentric rural landscaping by positioning a non- anthropocentric idyllic image of non-human nature as a harbinger of alternative patterns of becoming, thereby opening up a novel, nomadic ethical understanding of placemaking possible rural futures.



Employability with Purpose: Ethical, Sustainable Skills and the Power of Sector Collaboration

Authors: Samantha Burvill

Date of publication: March, 2025

Presented at: Advance HE Employability Symposium

Department: Business

This keynote examined how higher education can develop ethical and sustainable employability skills through sector-wide collaboration. The presentation highlighted Welsh initiatives supporting sustainable employability and responsible graduate outcomes.



Neurodiversity and Environmental Social Science

Authors: Jennifer Rudd

Date of publication: April, 2025

Department: Business

This presentation explored the intersection of neurodiversity, inclusion, and environmental social science, examining how diverse cognitive perspectives can enhance research, collaboration, innovation, and decision-making in sustainability-related fields. Drawing on personal and professional reflections, the presentation highlighted both the opportunities and challenges experienced by neurodivergent individuals within academic and environmental research environments. It considered how more inclusive practices can strengthen interdisciplinary collaboration, improve workplace wellbeing, and support a broader range of voices in addressing complex environmental and societal challenges. The presentation contributes to ongoing discussions about equity, diversity, and inclusion within environmental social science and emphasises the value of recognising neurodiversity as a source of creativity, insight, and positive change.



Data-Driven AI in Social Care Wales: Identifying Gaps and Opportunities | [DOI](#)

Authors: Ram Gurumoorthy | Daniel J. Rees | Edward Miller | Roderick A. Thomas

Date of publication: September, 2025

Presented at: 20th European Conference on Innovation and Entrepreneurship (ECIE 2025)

Department: Business

This study presents a narrative synthesis of the available evidence of the role of data-driven artificial intelligence

(AI) in shaping social care in Wales, UK. The increasing integration of AI technologies across various sectors has raised critical questions about their potential impact on social care services, particularly concerning decision-making processes, ethical considerations, and the overall quality of care provided to vulnerable populations. While AI has been widely adopted in healthcare and other industries, its application within social care remains relatively underexplored with limited empirical evidence regarding its effectiveness in supporting professionals, caregivers, and service users, making it imperative to establish a solid evidence base to guide future implementation and policy decisions. Data collection involved comprehensive searches across multiple databases, including SCOPUS, PubMed, Social Care Online, and Google Scholar, alongside grey literature to ensure a thorough review of existing studies. The search strategy utilised specific keywords related to 'Artificial Intelligence' or 'AI', 'Social Care', and other relevant terms such as 'data-driven' or 'data driven', 'old age', 'caregivers', and 'service users', combined primarily using the Boolean operator 'AND,' with selective use of 'OR' to refine results, particularly around the topic of 'old age.' This focused approach yielded 642 studies, with 148 addressing AI in Social Care. Following rigorous screening, 22 studies were ultimately included, revealing substantial variability in quality, settings, and outcomes. Majority of studies focused on older people in care settings. While some studies demonstrated that AI could enhance efficiency, personalise care, and ease caregiver burdens, others highlighted significant ethical and practical obstacles. Key concerns included data privacy and security, algorithm biases, the digital divide, and a lack of trust and understanding of emerging technologies among older adults. Findings suggest AI has the potential to revolutionise social care, improving outcomes for service users, caregivers, and professionals, and highlight the need for evidence-based policymaking to integrate AI into social care and focus on long-term studies and interdisciplinary collaboration to address ethical and accessibility issues in the future.



A Gamified Approach toward Ethical Human-AI Collaboration in Accounting Education

Authors: Giulia Fantini | Rashedul Hasan

Date of publication: July, 2026

Department: Accounting | Finance

This study examines whether embedding ethical AI education through gamification can reduce "AI Slop", defined as low-quality, generic, or ineffective outputs generated with the support of AI tools. Drawing on the multidimensional AI Slop framework developed by Shaib et al. (2025), the research evaluates information utility, information quality, and style quality in accounting coursework. A gamified intervention was designed using fraud-diamond scenarios to explore the ethical and behavioural drivers of AI use. Using a quasi-experimental design, the study compares students participating in the game with a control group. Preliminary findings suggest that students exposed to the ethical AI intervention produced higher-quality assignments, demonstrating stronger critical evaluation, more relevant content, and reduced reliance on generic AI-generated material. The study highlights the potential of gamified learning to promote responsible and effective use of generative AI in accounting education



Environmental Taxes, Abatement Effort and Green Trade Unions in an Oligopoly Market

Authors: Elias Asproudis | Eleftherios Filippiadis

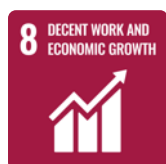
Date of publication: March, 2026

Presented at: International Workshop: Environmental and Corporate Social Responsibility, Green Consumerism and Firms' Strategic Behaviour — University of Pisa, Italy

Department: Economics

This paper examines how environmental taxes, abatement effort, and green trade unions interact within a differentiated duopoly under decentralised and centralised wage setting structures. We show that trade union environmental awareness acts as a substitute for environmental taxation: as unions

internalize local damages in wage negotiations, the regulator optimally chooses a lower emissions tax. Centralised wage bargaining leads to higher wages and lower emissions, while decentralised bargaining yields higher output, profits, and social welfare. From a policy perspective, we argue that incorporating green trade unions' environmental preferences into environmental governance can improve efficiency of the environmental policy taxation.



Biodiversity: Global Impact, Measurement & Dimensions

Authors: Professor Hafiz Hoque, Professor of Finance, Swansea University

Date of publication: November, 2025

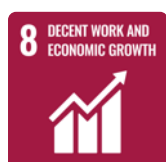
Presented at: ESI2025 Conference, Qatar, 10 November 2025 | SWUFE2025 Conference, Chengdu, China, 8 November 2025

Department: Finance

This keynote examines biodiversity as an increasingly important environmental, economic and financial issue, connecting global biodiversity loss with corporate risk, measurement and sustainable finance. It considers the importance of biodiversity for ecosystem stability, economic activity and climate resilience, before examining the physical, transition, liability and reputational risks that biodiversity loss creates for firms and financial markets. The presentation introduces approaches for measuring biodiversity at country and corporate levels, including the Environmental Performance Index, Red List Index and Corporate Biodiversity Footprint. It further explores why biodiversity matters for accounting and finance through its implications for risk management, asset valuation, sustainability disclosure, investment and financial stability. Particular attention is given to the integration of nature into financial decision-making, emerging nature-related disclosure frameworks and the Kunming-Montreal agenda. The keynote also highlights emerging research on biodiversity risk pricing, biodiversity finance, corporate biodiversity claims and greenwashing.

<https://spa.swufe.edu.cn/info/1041/16151.htm>

<https://www.qu.edu.qa/en-us/conference/esi2025/Pages/conference-tracks.aspx>



Publications Related to RME and/or Sustainability

A One Health Sustainability Framework for Ecologically Mediated Nature-based Wellbeing

| [DOI](#)

Authors: Konstans Wells - Swansea University | Menna Brown, Swansea University | Carmen Jochem - University of Bayreuth (Germany) | Brian Garrod - Swansea University

Date of publication: June, 2026

Department: School of Management | Department of Biosciences | Faculty of Medicine Health and Life Sciences

Human health benefits associated with nature exposure are increasingly recognised in public health and environmental policy. However, most evidence linking nature and wellbeing relies on broad anthropogenic exposure proxies, including greenness indices, land-cover categories, and self-reported visit frequency, rather than ecological measures capturing biodiversity, habitat condition, or ecosystem functioning. Consequently, the ecological conditions that mediate health benefits, their exposure–response relationships, and the long-term sustainability of nature-based wellbeing interventions remain poorly understood. Here we examine how current research integrates human health, ecological integrity, and sustainability dimensions within nature-based wellbeing research. A targeted evidence synthesis confirms that most research is conducted in urban or human-modified environments and relies predominantly on coarse spatial proxies or categorical exposure contrasts, with limited incorporation of ecological quality, biodiversity, or environmental pressures. Critically, ecological costs and feedbacks associated with nature use, including habitat disturbance, visitor pressure, and infrastructure expansion, are rarely accounted for in assessments of health outcomes. We propose a one health sustainability framework that conceptualises nature-based wellbeing as an emergent property governed by ecological integrity, biodiversity-mediated pathways, environmental pressures, and long-term sustainability feedbacks. Extending one health beyond its traditional focus on zoonotic disease, this framework links human wellbeing outcomes to ecological condition and sustainability constraints, enabling assessment of exposure efficiency and the capacity of ecosystems to sustain health benefits under increasing demand. Embedding ecological integrity and sustainability dynamics within nature-based wellbeing research provides a basis for developing integrated indicators that can evaluate not only whether nature exposure benefits health, but also under what ecological conditions such benefits remain equitable and durable over time.



Climate-Related Disclosure and Bank Performance: Does Bank Type Matter?

| [DOI](#)

Authors: Rasim Simsek - Faculty of Economics and Administrative Sciences, Bilecik Seyh Edebali University, Bilecik, Turkey | Sabur Mollah - Gettysburg College, Gettysburg, Pennsylvania, USA - Sheffield University Management School, University of Sheffield, Sheffield, UK | Abongeh Tunyi - School of Management, Swansea University, Swansea, UK - Department of Financial Governance, College of Accounting Sciences, University of South Africa, Pretoria, South Africa

Date of publication: July, 2026

Department: Accounting

This paper investigates whether climate-related disclosure (CRD) affects the financial performance of conventional banks (CBs) and Islamic banks (IBs) differently. Using a unique hand-collected dataset on CRD for 591 banks (422 CBs and 169 IBs) from 24 countries over a 4-year period, we examine how the relationship between CRD and financial performance varies across bank types. The results reveal a contrasting effect of CRD on the financial performance of the two bank types. Specifically, CBs experience a significant improvement in financial performance as the extent of their environmental and CRDs increases, whereas IBs exhibit a significantly negative relationship between CRD and financial performance. We attribute this disparity to CBs' comparative advantages, including greater market power, higher cost efficiency and more flexible governance structures, which enable them to derive greater benefits from CRD practices than IBs. This study contributes to the literature on nonfinancial disclosure and bank performance by highlighting the heterogeneous effects of CRD across banking models. The findings also have important policy implications for addressing climate change and advancing sustainable finance initiatives, particularly in the context of the Paris Agreement and COP26. More broadly, the study underscores the critical role of the banking sector in facilitating the transition to a more sustainable economy.



Listening to men on probation: Physical health, access barriers, and improving inclusion health in justice-involved populations

| [DOI](#)

Authors: Gemma Morgan - Swansea University | Ella Rabaiotti - Swansea University

Date of publication: July, 2026

Department: School of Management

Men in the criminal justice system experience significant health inequalities compared to the general population. Yet, research and policy attention have largely focused on the health needs of individuals in prison, overlooking those under community supervision. This study addresses this gap by exploring

the physical health needs of men on probation and identifying ways to improve healthcare provision from their perspective. Using a mixed-methods approach, we surveyed and interviewed 33 men on probation in South Wales, UK, to explore their self-reported physical health conditions, barriers to accessing services, and ways in which provision could be improved. From a desistance and an inclusion health perspective, the voices of men on probation are key in shaping healthcare interventions. This study contributes to both academic and practice knowledge by providing empirical insights to inform “user-led” service design, offering recommendations for policymakers and practitioners seeking to reduce health inequalities, support desistance, and improve access to primary healthcare for justice-involved populations.



Decomposing ethnic gaps in women's labour force participation: evidence from the UK

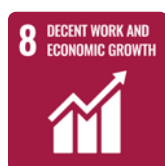
| [DOI](#)

Authors: Cigdem Gedikli - Swansea University | Gurleen Popli - The University of Sheffield, Sheffield | Okan Yilmaz - Swansea University

Date of publication: May, 2026

Department: Accounting | Finance

Despite substantial increases in women's labour force participation in the UK, large disparities remain across ethnic groups. This article examines the sources of these gaps, assessing the relative importance of individual, household, structural, and cultural factors. Beyond the well-established role of human capital, we find that integration-related factors, household composition, family structure, and gender norms play a significant role, particularly for South Asian women. In contrast, over and above structural elements, more egalitarian gender attitudes help explain higher participation among Caribbean women. We also find that the influence of gender norms varies depending on economic constraints. These findings emphasize the need for targeted, group-specific policies to reduce persistent ethnic gaps in women's employment and promote more inclusive labour markets. By focusing on participation as the first barrier, the article sheds light on the entry point for ethnic minority women, informing future research and policy on broader labour market inequalities.



Women and entrepreneurship: Focus on slum neighborhoods of the developing world

| [DOI](#)

Authors: Amon Simba - Nottingham Business School, Nottingham Trent University | Mahdi Tajedd - Wits Business School, The University of the Witwatersrand, South Africa | Paul Jones - Swansea University

Date of publication: June, 2026

Department: Business

Despite considerable scholarly attention to entrepreneurship and poverty, research linking women's entrepreneurship and poverty in slum neighborhoods has been slow to progress. Drawing on an entrepreneurship-poverty nexus and regression results on 12,519 observations, we theorize women's everyday entrepreneurship in Kenya's slum neighborhoods. Our analysis offers theoretical insights into the complexities of necessity-driven everyday entrepreneurship in which women are dominant. We distinguish women's entrepreneurial activities that are embedded in slum systems of everyday entrepreneurship and focused exclusively on a tapestry of essential goods and services, including labor, fuel, energy (for example, charcoal), water, food, and farming. This understanding translates women's entrepreneurial engagements into quantifiable socio-economic outcomes suitable for slum-like conditions where government resources are considered too few to support basic needs. This has academic, social, and policy implications.



Health Crisis Racism and Medical Scapegoating: Media Representation of Chinese and Asian Ethnicity During COVID-19 in the UK

| [DOI](#)

Authors: Yan Wu - Swansea University | Matthew Wall - Swansea University | Xin Zhao - Bournemouth University | Jun Yang - Swansea University

Date of publication: May, 2026

Department: School of Culture and Communication

Public health crises caused by infectious diseases have long been racially charged in Western countries, frequently functioning as vectors for the stigmatisation and othering of ethnic minorities. During the COVID-19 pandemic, a surge of Sinophobic sentiment and violence against Chinese and East and Southeast Asian (ESEA) communities brought renewed attention to these dynamics. Although communication scholarship has examined overtly racialised news framings in the United States, the United Kingdom remains comparatively underexplored. This is because British political and mainstream media discourse appeared to reject explicit racialisation of the virus at large. In this paper,

we argue that a subtle yet consequential form of cultural racism is detected in press coverage and is responsible for the reproduction of “othering” logics, negative evaluations, and elite-level scapegoating of minority communities for public health mismanagement. Employing corpus-assisted critical discourse analysis, this study examines UK press coverage of Chinese and ESEA communities across 14 newspapers and online outlets. The time frame for the study was from 29 January 2020, when the first two COVID-19 cases were reported in the United Kingdom, to 21 February 2022, when all COVID-19 restrictions were lifted. The findings demonstrate that medical scapegoating operates in the UK media context through subtle narrative strategies. Our study advances scholarly understanding of racism in media representation by proposing a new concept of public health crisis racism, which shapes media narratives and functions to construct a positive self-image for the majority population and to unite social groups against ethnic minorities as “others.”



Chapter 6: Surveys and Experiments in Environmental and Sustainability Education Research

| [DOI](#)

Authors: Jennifer Rudd, Swansea University

Date of publication: May, 2025

Department: Business

This chapter explores the use of surveys and experimental studies in environmental and sustainability education by reviewing examples published in international peer-reviewed papers. The approaches will be critically analysed, with a view to providing advice on the development of scales used in surveys and the development and deployment and running of a successful experimental study. The studies have been selected to provide examples from the Global North and South, a range of participant ages and a range of participant numbers, giving a broad overview of research in these areas. The chapter first addresses surveys and scales as these are frequently incorporated into experimental studies. It then considers examples of experiments such as randomised controlled trials (RCTs), including their purpose, demographic considerations and key findings.



On the edge of sustainable”: LGBTQ+ researchers’ experiences of harm, fear, and community

| [DOI](#)

Authors: Rosie Ola-Marie, University of Bristol, UK | Charlotte Jones, Swansea University, UK | Amy Ryall, Royal Central School of Speech and Drama, UK | Tig Slater, Sheffield Hallam University, UK

Date of publication: January, 2026

Department: School of Law

Those who research LGBTQ+ issues find themselves at the intersection of multiple pressures, including conservative research cultures, public backlash, and intensive workloads. This paper explores the experiences of LGBTQ+ researchers in UK higher education institutions (HEIs) through a qualitative focus group study. Four focus groups demonstrate that LGBTQ+ researchers experience specific barriers and challenges due to their research topic and the currently hostile political climate. We argue that the harm, fear, and (lack of) community that LGBTQ+ researchers experience can be interpreted through Ahmed's (2014) conceptualisation of stickiness, whereby queerness holds many contradictory meanings beyond its practice. This queer stickiness impacts LGBTQ+ researchers' careers, resulting in a challenging and stressful balance of duties and self-management in neoliberal HEIs. This article develops conceptualisations of stickiness, understandings of UK research culture and pressures, and indicates the challenges of working in commercialised neoliberal HEIs. We conclude with some suggestions on how universities could better support the researchers putting themselves at risk to benefit their research cultures.



The Role of Regional Actors in Shaping Cohesive Local Entrepreneurial Ecosystems

| [DOI](#)

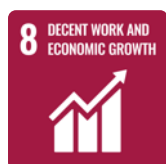
Authors: Samantha Burvill, School of Management, Swansea University, Swansea, UK | Robert Bowen, Cardiff Business School, Cardiff University, Cardiff, UK | Beth Cummings, School of Management, Swansea University, Swansea, UK

Date of publication: March, 2026

Department: Business

The concept of Entrepreneurial Ecosystems (EE) has gained traction both in academic and policy circles over recent years. Despite this, many questions still exist especially regarding micro-level aspects of EEs, particularly the role of support organisations, and how local actors contribute to and shape a cohesive ecosystem. This study aims to garner an in depth understanding of the role of a local ecosystem leader/facilitator organisation in furthering the well-being agenda of their region. This is critical given the current preoccupation within the EE literature on high growth ecosystems. Through

an in-depth case study of an ecosystem facilitator in South West Wales, the findings highlight the critical yet often overlooked role played by less common types of organisations within local ecosystems in contributing to and furthering the sustainable development goal and well-being agenda. The facilitator develops a cohesive ecosystem through the collective action of actors in a vibrant and engaged ecosystem.



Adapting the TOURQUAL scale for accessible tourism: Assessing service quality for people with physical disabilities | [DOI](#)

Authors: Leticia Cynara Santos-Silva, University of Vale do Itajaí (UNIVALI), Balneário Camboriú, Santa Catarina, Brazil | Ricardo Noboru Shimosakai, University of São Paulo (USP), São Paulo, Brazil | Tiago Savi Mondo, Federal Institute of Education, Science and Technology of Santa Catarina (IFSC), Permanent Professor of the Master's Program in Tourism, Fluminense Federal University (UFF), Florianópolis, Santa Catarina, Brazil | Erose Sthapit, Department of Marketing, International Business and Tourism, M15 6BH Manchester, Manchester Metropolitan University, Manchester, UK and School of Hospitality and Tourism Management, Sunway University, Malaysia | Brian Garrod, School of Management, Swansea University, Bay Camus, Fabian Way, Swansea SA1 8EN, UK | J. Andres Coca-Stefaniak, School of Business, Operations and Strategy, Greenwich Business School, University of Greenwich, Park Row, London SE10 9LS, UK

Date of publication: January, 2026

Department: Business

Traditional service-quality frameworks often fail to adequately capture the experiences of people with disabilities in tourism contexts. Although accessibility has been increasingly discussed in tourism research, limited guidance exists on how existing service-quality models can be meaningfully adapted from the perspective of tourists with physical disabilities. This study explores how the TOURQUAL scale can be adapted to better reflect accessibility-related quality perceptions among tourists with physical disabilities in the Brazilian context. Using a qualitative approach, a focus group was conducted with six participants presenting different types of physical disability, enabling an in-depth examination of lived tourism experiences. Data were analysed using Bardin's content analysis and organised using the hierarchical model proposed by Philip and Hazlett, which classifies indicators into pivotal, core, and peripheral attributes. The findings highlight that accessibility-related service quality extends beyond physical infrastructure, encompassing attitudinal, communicational, technical, emotional, and relational dimensions, including indicators related to staff sensitivity and training, accuracy of accessibility information, autonomy-supportive service delivery, maintenance of

accessible infrastructure, and trust in service provision. The hierarchical organisation of indicators provides a structured way to prioritise accessibility-related attributes based on their perceived relevance to autonomy, safety, and dignity in tourism experiences. Rather than proposing a universal protocol, this study offers a user-informed and context-sensitive framework that illustrates how service-quality models such as TOURQUAL can be adapted to incorporate accessibility considerations. The results contribute conceptually and methodologically to the literature on accessible tourism, as well as providing practical insights for tourism managers seeking to improve inclusive service quality.



Towards a Better Understanding of Food Raft Entrepreneurs' Ecological Behaviour

| [DOI](#)

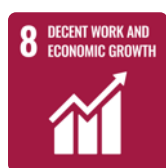
Authors: Amonphat Sritharet, Faculty of Tourism and Hotel Management, Mahasarakham University, Maha Sarakham, Thailand | Umut Kadir Oğuz, Tourism Guidance, Safranbolu Faculty of Tourism, Karabük University, Karabuk, Turkey | Seza Zerman, Tourism Management, Safranbolu Faculty of Tourism, Karabuk University, Karabük, Turkey | Philaiwan Chompupor, Faculty of Tourism and Hotel Management, Mahasarakham University, Maha Sarakham, Thailand | Erore Sthapit, Marketing, International Business, and Tourism, Faculty of Business and Law, Manchester Metropolitan University, Manchester, UK School of Hospitality and Tourism Management, Sunway University, Malaysia | Brian Garrod, Department of Marketing, School of Management, Swansea University, Swansea, UK

Date of publication: September, 2025

Department: Business

This study examines entrepreneurs' ecological behaviours, with a focus on raft restaurants along the Mun River in Thailand. Building on protection-motivation theory, a structural model was developed with environmental awareness, green attitude, green product purchase intention, and ecological behaviour constructs, tested using data from 163 entrepreneurs. The aim of the study is to evaluate how environmental awareness, attitudes, and green product purchase intentions influence ecological behaviour, with specific objectives to assess the effects of awareness on attitudes, intentions, and behaviour; to examine the role of attitudes in shaping intentions and behaviours; and to evaluate whether purchase intentions translate into ecological behaviour. The results indicate that environmental awareness significantly and positively influences entrepreneurs' green attitude, purchase intention, and ecological behaviour. Attitude significantly impacts upon purchase intention, while intention significantly impacts ecological behaviour. Interestingly, attitude does not directly influence ecological behaviour. The originality of this study lies in extending protection-motivation

theory into the hospitality entrepreneurship domain, which has rarely been examined in this way. Unlike previous research that focuses on consumers or large operators, this study investigates small-scale, resource-constrained entrepreneurs in a developing country, thereby highlighting the intention-behaviour gap from a supply-side perspective. By situating the analysis in floating raft restaurants – a unique form of foodservice business facing distinct ecological and operational challenges – the study offers novel insights into sustainable entrepreneurship in niche tourism enterprises. The findings contribute theoretically to understanding ecological behaviour in hospitality, and practically to designing policies and training that encourage green practices among small foodservice entrepreneurs.



Takeover Vulnerability and the Discipline of ESG Overinvestment | [DOI](#)

Authors: Abongeh Tunyi, School of Management, Swansea University, Swansea, UK Department of Financial Governance, College of Accounting Sciences, University of South Africa, Pretoria, South Africa | Ruth O. Sagay, School of Management, Swansea University, Swansea, UK | Reon Matemane, Department of Financial Management, University of Pretoria, Pretoria, South Africa

Date of publication: February, 2026

Department: Accounting

While takeovers serve a disciplinary role by replacing inefficient managers, the threat of takeovers may compel firms to divert attention from Environmental, Social and Governance (ESG) efforts as a strategic response to external pressure, especially when such firms are already overinvesting in ESG. We test this conjecture using a panel of 19,564 firm-year observations for NYSE and NASDAQ-listed firms from 1994 to 2019. Our findings indicate that ESG performance declines in the year preceding takeover attempts and, more generally, as firms' vulnerability to takeover bids increases. This effect is more pronounced in firms with prior ESG overinvestment, suggesting that firms respond to takeover threats by scaling back excess ESG initiatives. Further analysis reveals that this response is stronger in financially constrained firms, firms with more compliance-oriented and reputationally sensitive boards and firms where the CEO holds significant influence over the board. Conversely, the effect is weaker in firms led by highly capable managers and those with large shareholders, consistent with stronger governance constraining opportunistic ESG retrenchment under takeover pressure. Overall, our results suggest that firms' ESG decisions are shaped by takeover threats, with their response influenced by prior ESG investments, financial constraints and governance structure.



Is evidence enough? Rethinking climate action as communication | [DOI](#)

Authors: Mehita Iqani, South African Research Chair in Science Communication, Department of Journalism, Stellenbosch University, Stellenbosch, South Africa | Anna Feigenbaum, Department of Communication and Journalism, Bournemouth University, Poole, United Kingdom; *Current: School of Social and Political Sciences, University of Glasgow, Glasgow, United Kingdom | Jennifer Rudd, School of Management, Swansea University, Swansea, United Kingdom | Dominic A. Okoliko, Department of Journalism, Stellenbosch University, Stellenbosch, South Africa | Phillipa K. Gillingham, Geography and Environmental Studies, Bournemouth University, Poole, United Kingdom

Date of publication: January, 2026

Department: Business

This article examines how evidence and power intersect in shaping societal responses to climate change through a structured interdisciplinary conversation on climate justice. It considers three key themes: the quantity and quality of climate evidence, barriers to governance, and the use of evidence in activism. Bringing together researchers and practitioners from Africa and the United Kingdom, the discussion explores how different disciplines understand evidence and how power influences the production, communication and mobilisation of climate knowledge. The article highlights the importance of considering the human and social dimensions of climate action alongside scientific evidence, including climate change education, governance, public engagement and activism. It contributes to critical reflection on how evidence can more effectively support socially just responses to climate change and inform future research and practice.



Complex Firms, Controversial Outcomes: Global Evidence on ESG Failures and Remedies

| [DOI](#)

Authors: Abongeh A. Tunyi, School of Management, Swansea University, Bay Campus, Swansea, UK
Department of Financial Governance, College of Accounting Sciences, University of South Africa, Pretoria, South Africa | Ali Uyar, CERIIM, Excelia Business School, La Rochelle, France |
Nejla Ould Daoud Ellili, College of Business, Abu Dhabi University, Abu Dhabi, UAE | Abdullah
S. Karaman, Department of Management and Marketing, Winthrop University, Rock Hill,
South Carolina, USA

Date of publication: March, 2026

Department: Accounting | Finance

We examine whether business complexity increases firms' exposure to negative environmental, social, and governance (ESG) outcomes, specifically ESG controversies, using a global panel of firms from 37 countries over the period 2002–2021. We further investigate the moderating roles of external monitoring by financial analysts; internal governance mechanisms, including board independence and workforce gender diversity; and international policy frameworks, with particular emphasis on the Paris Agreement as a regulatory tightening mechanism. Our results show that business complexity is strongly and positively associated with ESG controversies worldwide. Analyst scrutiny amplifies, rather than mitigates, this effect, indicating that external capital market monitoring does not effectively discipline ESG risk in complex firms. In contrast, stronger internal governance, reflected in greater board independence and a higher proportion of female employees, significantly attenuates the complexity controversy link. We also find that the positive effect of complexity on ESG controversies weakens in the post-Paris Agreement period, consistent with heightened regulatory pressure and compliance expectations imposed on firms following the Agreement. Overall, the study provides novel cross-country evidence on how organizational structure shapes negative ESG outcomes, integrating insights from complexity and agency theories with important implications for managers, policymakers, and investors.



Environmentally Conscious Fishing Communities and Fishing Quota Negotiations: The Impact of Environmental Externalities

| [DOI](#)

Authors: Elias Asproudis, Department of Economics, University of Swansea, Swansea, UK | Eleftherios Filippiadis, Department of Economics, University of Macedonia, Thessaloniki, Greece

Date of publication: December, 2025

Department: Economics

This paper uses a Nash bargaining model for analyzing negotiations between a fishing community and a vessel over fishing quotas and wages, for a given Total Allowable Catch imposed by the regulator. The analysis considers the environmental awareness of the community and whether the entire quota allotment is being leased, to examine how environmental externalities, unrelated to fishery sustainability, affect wages, employment, and social welfare. It is argued that if the maximum number of quotas is leased to the vessel, a system of transferable fishing rights is a vehicle for pure transfer payments from the vessel to the community, in the form of higher wages and leased quota revenues. In this context, employment level and social welfare are not affected by the fishing communities' environmental consciousness. However, if less than the maximum number of quotas is leased to the vessel, both wages and revenues from leased quotas are higher, while employment is lower when the community is environmentally conscious compared to when it is not. In such case, social welfare is higher when the community is environmentally conscious provided that the inverse demand for fish does not decline too sharply relative to the rate at which marginal pollution damages increase. Finally, it is shown that the strictness of the **Total Allowable Catch** regulations impacts both the community's well-being and the vessel's profitability.



The role of religious beliefs in productive entrepreneurship and personal social responsibility: insights from a non-WEIRD nation

| [DOI](#)

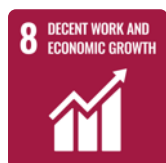
Authors: Amir Emami, Department of Business Management, Faculty of Management, Kharazmi University, Tehran, Iran | Yasaman Shamohammadi, Department of Business Management, Faculty of Management, Kharazmi University, Tehran, Iran | Mark D. Packard, College of Business, Florida Atlantic University, Boca Raton, FL, USA | Paul Jones, School of Management, Swansea University, Swansea, UK | Shayegheh Ashourizadeh, Business Management & Organisation, Wageningen University & Research, Wageningen, Netherlands | Leo-Paul Dana, Business Management & Organisation, Wageningen University & Research, Wageningen, Netherlands

Date of publication: December, 2025

Department: Business

What channels entrepreneurial effort towards activities that generate broad social and economic value, rather than towards rent-seeking or destructive pursuits, remains a critical question for developing nations. This study investigates whether and how religious beliefs steer entrepreneurs towards productive outcomes. Employing Upper Echelons Theory as a lens, we argue that religious beliefs shape productive entrepreneurship through the mediating mechanism of personal social responsibility (PSR), and that this process is influenced by the entrepreneur's entry mode (necessity

versus opportunity). Data from 390 entrepreneurs in Iran, analysed using partial least squares structural equation modelling (PLS-SEM), reveal that religious beliefs do bolster productive entrepreneurship. However, this relationship is fully mediated by PSR, i.e. religious faith increases productive entrepreneurship primarily by fostering a sense of social and ethical duty. Furthermore, while necessity-driven entry typically weakens PSR, strong religious commitment effectively neutralizes this negative effect. These findings highlight the role of internal value systems as a foundation for ethical venturing, offering valuable insights for policymakers and practitioners seeking to foster productive entrepreneurship and advance social welfare.



Monetary policy shocks and sectoral heterogeneity in clean energy markets

| [DOI](#)

Authors: Yacoub Sleibi, School of Management, Swansea University, Bay Campus, SA1 8EN, Swansea, UK

Date of publication: November, 2025

Department: Economics | Finance

Clean energy transitions are central to achieving global sustainability goals, yet their progress depends partly on how macroeconomic forces shape green financial markets. This paper investigates the impact of US monetary policy shocks on nineteen clean energy stock indices from 2010 to 2023. Using panel factor models and structural Bayesian VARs, we identify a significant common factor that explains up to 60% of the sectoral variation. However, sectoral responses are heterogeneous: energy storage, green IT, and wind stocks react positively, while smart grid, green building, and transportation stocks respond negatively to monetary policy shocks. These results indicate that monetary policy can shift resources toward specific clean energy sectors but also reveal the vulnerability of other sectors to financial conditions, creating potential barriers to achieving environmental objectives.



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

| [DOI](#)

Authors: Reon Matemane, Department of Financial Management, University of Pretoria, Pretoria, South Africa | Titus Ayobami Ojeyinka, Department of Financial Management, University of Pretoria, Pretoria, South Africa | Abongeh A. Tunyi, Swansea University, Swansea, UK
Department of Financial Governance, College of Accounting Sciences, University of South Africa, Pretoria, South Africa | Tesfaye Lemma, Towson University, Towson, Maryland, USA

Date of publication: October, 2025

Department: Accounting

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 organizational 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.



Climate change and sustainability education in additional learning needs and alternative provision settings | [DOI](#)

Authors: Shannon O'Connor | Jennifer Rudd, School of Management, Swansea University, UK | Dai Thomas | Bryony Bromley

Date of publication: September, 2025

Department: Business

Background and Context: Climate Change and Sustainability Education (CCSE) is a mandatory requirement within the Curriculum for Wales (CfW), aligning with 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 levelled CCSE becomes not just an educational priority but a matter of social justice. Key Findings: The research was conducted through qualitative interviews and questionnaires with 26 settings across Wales, including: Special Schools; Specialist Teaching Facilities (STFs); Pupil Referral Units (PRUs); Learning Pathway Centres (LPCs); Education Otherwise Than At School (EOTAS) provisions; Moderate Learning; Difficulties (MLD) provision; Complex Needs Resource Base (CNRB) Four critical areas requiring immediate attention have been identified. The following findings were validated through a micro-Delphi study with 16 participants, confirming high consensus on identified needs: 1. Critical Resource Gap: Lack of appropriate materials: There are no readily available CCSE resources specifically for ALN learners with complex needs. Teacher burden: Educators are creating resources from scratch due to curriculum requirements, leading to increased preparation time, guilt, and burnout. Differentiation challenges: All lessons require ad hoc differentiation by the teacher to suit the needs of the learners in front of them, however outdoor learning resources in particular require significant adaptation. Age-stage disconnect: Resources either exceed learners' cognitive abilities or are age-inappropriate e.g. nursery age children depicted in a resource used by teenagers. Micro-Delphi validation: 13 of 16 participants rated resource

needs as urgent, with age-appropriate content for older learners identified as the top priority. 2. Particular Challenges for Early Learners: Severe resource shortage: Resources suitable for pre-progression step and routes for learning levels are in severely short supply. 3. Insufficient Staff Training: Knowledge gaps: Teachers lack confidence in climate change and sustainability concepts. Irrelevant mainstream training: Existing training focuses on activities unsuitable for ALN learners, leaving teachers frustrated and without practical resources. Cross-curricular confusion: Many teachers still view CCSE as science-specific rather than a cross-curricular theme. Limited accessibility: Training often excludes teaching assistants, who play crucial roles in ALN settings. Reduced confidence: There is a lack of examples and guidance, which prevents teachers from attempting CCSE delivery. 4. Absence of Specialised Networks: Isolation: ALN teachers lack opportunities to share best practices and resources specific to CCSE. Limited collaboration: While ALN cluster working exists for mainstream ALN coordinators, no dedicated CCSE networks serve alternative provision settings. Underrepresentation: Routes for learning and pre-progression step learners are rarely represented in the limited existing meetings and current training available. Impact and Necessary Action: Addressing the aforementioned gaps is essential for achieving truly inclusive climate education that drives sustained behaviour change across all learner populations. Without immediate action, Wales risks failing to meet its net-zero emissions target by 2050 while simultaneously denying ALN learners their right to environmental education, informed citizenship and opportunities to join green skills industries.



AI Analytics in Enhancing Patient-Centered Care Through Wearables: A Cross-Country Analysis

| [DOI](#)

Authors: Ransome Bawack, Audencia Business School, 8 Rte de la Jonelière, Nantes, 44300, France | Denis Dennehy, School of Management, Swansea University, Bay Campus, Skewen, Swansea, SA1 8EN, Wales | Caleb Amankwaa Kumi, Kwame Nkrumah University of Science and Technology, Accra Rd, Kumasi, Ghana | Will Boutchouang, Catholic University of Central Africa, Ekounou, Cameroon

Date of publication: November, 2025

Department: Business

This study explores the impact of Artificial Intelligence Analytics (AIA) capability, supported by wearable technology, on patient-centered care in the healthcare systems of low- and middle-income countries (LMICs). Focusing on Cameroon and Ghana, a cross-country survey assessed how these digital health tools influence perceptions of effective patient-professional communication, empathy, patient involvement, and access to essential healthcare. Using big data analytics capability theory adapted to healthcare and structural equation modeling, the findings reveal that AIA capability

significantly improves perceptions of patient-centered care, particularly regarding communication and empathy, with differences between the two countries. Although eHealth literacy enhances positive perceptions of care, it does not significantly moderate the relationship between AIA capability and patient-centered care. This study highlights the importance of context-specific approaches in adopting wearable health devices in LMICs and adds to the growing literature on AI-powered wearables in underrepresented regions.



Local food and the nomadic ethical placemaking of the rural idyll: Towards a non-anthropocentric 'rural of the future'

| [DOI](#)

Authors: Alessandro Graciotti, Department of Marketing & Analytics, School of Management, Faculty of Humanities and Social Sciences, Bay Campus, Swansea University, United Kingdom

Date of publication: October, 2025

Department: Marketing

The rural idyll is a geographical imagination envisioning a utopian escape from urban modernity and industrial values. However, this imaginary typically serves anthropocentric, neoliberal market logics, which landscape the rural as other. Alternative Food Networks (AFNs) may navigate this tension when committing to the ethico-political relocalisation of food systems. Drawing on Braidotti's nomadic ethics, this study develops a non-anthropocentric (new materialist and posthuman) understanding of the rural idyll, grounded in the narratives of local food consumers participating in AFNs in the Italian region of Marche. Based on 20 in-depth interviews, this research explores how participants' narratives can express a life-affirming desire that (re)configures the rural idyll as a not-yet-sustained condition of more-than-human rural spatial assemblages, providing a counter-point to the negative realities presently landscaping non-human nature as other. Findings show that these narratives contribute to the nomadic ethical placemaking of a non-anthropocentric rural idyll – a virtuality foregrounding a 'rural of the future' committed to fostering human and non-human intra-actions based on the ontological dissolution of the human subject in rural space. This process repositions non-human life discourse as ethico-politically central in agri-food practices and fosters a non-linear, inclusive reinterpretation of local food autochthony. Thus, this study contributes to food geographies and rural studies by showing how AFN-driven local food consumption can help overturn anthropocentric rural landscaping by positioning a non-anthropocentric idyllic image of non-human nature as a harbinger of alternative patterns of becoming, thereby opening up a novel, nomadic ethical understanding of placemaking possible rural futures.



Embedding local food consumer behavior in place: local identity, attachment to tradition, and connectedness with nature through a self-categorization perspective

[DOI](#)

Authors: Alessandro Graciotti, School of Management, Faculty of Humanities and Social Sciences, Swansea University, Swansea, UK | Marco Balzano, Department of Economics, Management, Mathematics and Statistics, University of Trieste, Trieste, Italy

Date of publication: September, 2025

Department: Marketing

Purpose

Drawing from self-categorization theory (SCT), this study aims to explore how individuals' place-belonging needs, tied to social identity constructs such as local identity, attachment to tradition, and connectedness with nature, drive local food consumer behavior.

Design/methodology/approach

This study uses a sequential mixed methods design. To test the hypotheses, the authors first conducted a survey-based quantitative study using regression analysis and fuzzy-set qualitative comparative analysis (fsQCA) with a sample of Italian residents ($n = 495$). This was followed by a qualitative study ($n = 31$), based on semi-structured depth interviews, which explored regional Italian consumers' real-world experience of local food purchase and addressed the intention–behavior gap.

Findings

The quantitative analysis reveals that local identity, attachment to tradition, and connectedness with nature positively shape local food attitudes and drive purchase intention, with urban/rural residency significantly moderating the effects of attachment to tradition and connectedness with nature. The qualitative findings show that purchase intention translates into behavior when marketing cues emphasize these social identity, place-belonging needs.

Research limitations/implications

The findings are generalizable to Global North regions with (post-)industrial trajectories similar to Italy's but offer a basis for experimental studies examining the role of place in different local food purchase settings.

Practical implications

This research offers detailed strategic marketing insights to support the promotion of local food consumption in both the private and public sectors, countering global competition and enhancing consumer engagement in their local food system.

Originality/value

This research integrates the marketing and food geography literatures through a social psychology lens (SCT), quantitatively testing for the first time the role of place-belonging needs as drivers of local food purchase intention. Complementary fsQCA results provide critical nuance on the moderating role of consumers' place of residence, while the qualitative study explains how self-categorization can shape behavioral outcomes in real-world contexts.



Winding down Spain's looming energy poverty amid green energy transition: Evidence from novel multivariate quantile-on-quantile (M-QQR) regression

[DOI](#)

Authors: Muhammad Ramzan, Centre for Agro-food Economics and Development (CREDA-UPC-IRTA), University of polytechnic Catalonia, Barcelona, Spain and Faculty of Economics and Administrative Science, Department of Economics, Cyprus International University, Northern Cyprus Mersin 10 Turkey. | Mohammad Razib Hossain, School of Economics and Public Policy, The Faculty of Arts, Business, Law and Economics, The University of Adelaide, Australia and Department of Agricultural Finance & Cooperatives, Bangabandhu Sheikh Mujibur Rahman Agricultural University, Gazipur 1706, Bangladesh | Hamidreza Eskandari, School of Management, Swansea University, Swansea, United Kingdom | Ummara Razi, Department of Economics and Finance, Sunway Business School, Sunway University, Subang Jaya, Malaysia and Department of Business Administration, ILMA University, Karachi, Pakistan and Department of banking and finance, Faculty of Economics, Administrative and Social Sciences, Bahçeşehir Cyprus University, Nicosia, Türkiye | Tamewa S Adeboya, Department of Accounting and Finance, Faculty of Economics and Administrative Science, Cyprus University, Turkey.

Date of publication: March, 2025

Department: Business

Universal access to energy is instrumental in the pursuit of sustainable development. However, energy security in the era of energy transition has become a massive challenge for energy stakeholders and policymakers. Prolonged winters and energy insecurity issues have forced residents in many European territories to depend more on pollution-intensive biomass energies (i.e., fuelwood), leading to a crackdown on establishing an ecological civilization. As such, we scrutinize how green energy transition (REN), information globalization (IGL), green innovation (GIN), and natural resources rent (RNT) help combat Spain's energy poverty. We use quarterly data from 1990-Q2 to 2021-Q4 and employ novel non-parametric multivariate quantile-on-quantile (M-QQR) and quantile-on-quantile

Granger causality approaches. We note the following findings: 1) Renewable energy transition is instrumental in curbing Spain's hidden energy poverty. 2) As the real income falls, low-income residents' energy affordability gets compromised, while the opposite holds for an income hike. 3) Green innovation and resource rent strongly reduce Spain's energy poverty. 4) Moreover, information globalization improves Spain's access to electricity. The findings of our study offer significant policy implications, particularly in the context of the attainment of resilience in energy use through the green revolution aimed at achieving SDGs 7 and 13. These insights can help shape strategies and initiatives to foster sustainable development and address the challenges related to energy security and environmental sustainability.



Financing sustainability: Sustainable institutional investors and bank loan access

| [DOI](#)

Authors: Suyang Li, School of Management, Swansea University, Swansea SA1 8EN, United Kingdom | Lu Qiao, Leeds University Business School, University of Leeds, Leeds LS2 9JT, United Kingdom | Boru Ren, School of Management, Swansea University, Swansea SA1 8EN, United Kingdom | Zilong Wang, Department of Land Economy, University of Cambridge, Cambridge CB3 9EP, United Kingdom

Date of publication: June, 2025

Department: Accounting | Finance

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.



Exploring transformational entrepreneurship in an emerging economy: the role of entrepreneurial ecosystem and small business skills

| [DOI](#)

Authors: Odafe Martin Egere, Kent Business School, University of Kent, Canterbury, UK | Paul Jones, School of Management, Swansea University, Swansea, UK | Gideon Maas, International Centre for Transformational Entrepreneurship, Coventry University, Coventry, UK

Date of publication: July, 2026

Department: Business

Purpose

This research aims to investigate the role of entrepreneurial skills (ES) and ecosystem (EE) in supporting the development of small and medium-sized enterprises (SMEs) to achieve transformational entrepreneurship (TE) in an emerging economy. It is apparent that many SMEs are not entrepreneurial and growth oriented due to various factors even though they contribute to economic development. Thus, if more of them were entrepreneurial and growth orientated, this would be beneficial for developing economies.

Design/methodology/approach

Using a 3-model hierarchical regression analysis, the study examined 576 valid responses from Nigerian SMEs. Harman's single-factor test was conducted to assess common method bias (CMB), and the results indicated it was not a concern. ES were assessed using six constructs: business ethics, management, strategy, financial management, marketing and opportunity identification. The EE was evaluated based on access to funding, markets and resources, as well as the policy/regulatory environment. Gender and business age were included as control variables.

Findings

A shortage of essential ES and inadequate EE to effectively support TE outcomes. The study introduces a validated framework demonstrating how ES and EE contribute to TE outcomes. These insights offer policymakers and practitioners a valuable guide, highlighting the critical need to strengthen both ES and EE to support TE outcomes.

Originality/value

This research advances and empirically tests a theoretical framework demonstrating the correlation between ES and EE in achieving TE outcomes among small businesses. It offers valuable implications for other Global South economies with similar developmental contexts. It helps address the existing gap by proposing a more holistic approach to SME support for achieving TE.



Research Voices

The following statement demonstrates a way in which researchers at Swansea University School of Management bring sustainability and responsible management into their research.

Connecting Research, Responsible Management and Sustainable Development

This reflection is provided by Dr. Daniel Rees, Research Lead for Swansea University School of Management. It reflects on the School's growing integration of responsible management and sustainable development across its research activities and highlights the value of interdisciplinary collaboration and engagement with organisations, policymakers, communities and research partners. The reflection also sets out a forward-looking ambition to make the School's research contribution to social, environmental and economic challenges increasingly visible, connected and impactful.

From a research perspective, I think one of the important developments across the School has been the increasing recognition that responsible management and sustainable development are not separate areas of activity, but themes that cut across much of what we do.

Across the School, we have a diverse research community working on questions that relate, in different ways, to the challenges facing organisations, economies and society. What I think is particularly valuable is the breadth of that contribution, bringing together perspectives from areas such as management, accounting and finance, economics, innovation and entrepreneurship, and increasingly approaching these questions through interdisciplinary and collaborative work.

Another important aspect is the connection between research and the world beyond the University. Our engagement with organisations, policymakers, communities and other research partners gives us opportunities not only to produce rigorous research, but also to ensure that research can inform practice, generate impact, and feed back into our teaching and the experience of our students.

Looking ahead, I think there is a real opportunity to make those connections even stronger. That means continuing to support researchers working on sustainability and responsible management, encouraging collaboration across disciplinary boundaries, and becoming more deliberate about connecting our research strengths to the major social, environmental and economic challenges that organisations are facing.

For me, the next stage is therefore not simply about doing more research in this space, but about making the contribution we are already making more visible, more connected and, ultimately, more impactful.

Research Barriers

In 2025, Swansea University School of Management identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Time constraints
- ❖ Data access and management
- ❖ Collaboration challenges

Continue telling your story

Swansea University: Research

The School's research community contributes to responsible management education by generating knowledge that informs policy, professional practice and teaching.

Our research spans a broad range of environmental, social and economic challenges, including sustainable finance and ESG, biodiversity and climate action, responsible business and governance, health and wellbeing, social value, equality and inclusion, and sustainability education.

This breadth is reflected in the School's research activity. In 2025, 47 of the School's 147 peer-reviewed publications contributed to sustainable development and/or responsible management education. Research is supported by funding at institutional, local, regional, national and international levels, and findings are shared beyond academia with policymakers, businesses, community organisations and wider public audiences.

Research also informs how responsible management is taught. Work on climate and sustainability education, ethical and sustainable employability, responsible uses of AI, biodiversity in business education and other emerging areas provides opportunities to connect current research with curriculum and pedagogical development. This helps students engage with sustainability and responsible management as evolving areas of knowledge rather than fixed sets of concepts.

An emerging area of interest is how sustainability education itself can support transformative learning, systems thinking and students' understanding of their role in addressing complex societal and environmental challenges. This creates an important connection between our Research and Teach principles, with research insights helping inform future curriculum and pedagogical practice.

Taken together, these activities reflect an approach to research that seeks not only to advance academic knowledge, but also to support better decision-making, inform practice and policy, enrich education, and contribute to positive social and environmental change.



Partner

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

How We Define Partner

At Swansea School of Management, Partner means building meaningful relationships with businesses, public bodies, communities, and other organisations to support responsible management education and sustainable development. Through collaboration, we create opportunities for learning, research, innovation, and positive impact for society, the economy, and the environment.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Graduate Management Admission Council (GMAC)
- ❖ Quacquarelli Symonds (QS)
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ Local institutions and associations

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 19 key partnerships at Swansea University School of Management.

Medr

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.

NHS Wales

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.

WFGA (2015) Commissioner's Office

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.

SME Corporation Malaysia and Pernas

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](#)

University of Texas

Swansea University School of Management maintains academic engagement with a University of Texas institution through activities that support research collaboration, scholarly exchange, and knowledge sharing. These engagements contribute to the development and dissemination of research, foster international academic networks, and support collaboration on topics aligned with responsible management education and sustainable development.

The partnership facilitates opportunities for academic dialogue, research development, and the exchange of expertise between scholars, enhancing the international reach and impact of the School's research and teaching activities.

Olabisi Onabanjo University Nigeria

Swansea University School of Management maintains a collaborative relationship with Olabisi Onabanjo University, Nigeria. An institutional Memorandum of Understanding (MOU) was established in 2023 to support academic engagement and research collaboration between the two institutions. The partnership has contributed to scholarly activity, including a joint research publication recorded in

2025. Collaborative activities support international knowledge exchange, foster research networks, and contribute to research aligned with responsible management education and sustainable development.

Chartered Management Institute (CMI)

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.

Chartered Institute of Personnel and Development

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.

Chartered Institute of Management Accountants (CIMA)

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.

Faculty of Medical Leadership and Management (FMLM)

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.

Association for Chartered Accountants (ACCA)

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.

The Urban Foundry - Ben Reynolds

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 Foundry e.g. research focus groups with SME owner-managers.

[About us | Urban Foundry | Creative regeneration agency](#)

[Dr Ben Reynolds | Urban Foundry | Creative regeneration agency](#)

Charter for Inclusive Entrepreneurship

We are delighted 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](#)

Environment Centre Swansea

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.

Repair Cafe Wales

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.

Coleg Cambria

Coleg Cambria are an accredited partner of Swansea University School of Management. They deliver the Applied Business Management (Coleg Cambria) FDS Sc 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 \(Coleg Cambria\), FDS Sc - Swansea University](#)

Accounting for Sustainability (A4S)

Giulia Fantini, from the Department of Accounting and Finance, leads Swansea University School of Management's involvement in the Accounting for Sustainability (A4S) International Case Competition. As an Anchor Business School for the initiative, the School collaborates with A4S to advance responsible management education through student engagement, curriculum innovation, and sustainability-focused learning opportunities.

During the reporting period, the School participated in the 2025/26 A4S International Case Competition, which challenged students to develop the business case for nature, exploring biodiversity, natural capital, and nature-related risks and opportunities in business decision-making. Students worked in teams to analyse real companies, assess environmental dependencies and impacts, identify risks and opportunities, and develop evidence-based recommendations supported by financial analysis.

To support student learning, Swansea University collaborated with Warwick Business School and Alliance Manchester Business School to deliver a series of development workshops on sustainability, cost-benefit analysis, and responsible business decision-making. This cross-institutional collaboration broadened student perspectives and strengthened partnerships between business schools committed to responsible management education.

A key development during the reporting period was the integration of the A4S approach into teaching and learning. Elements of the competition were adapted for use within the accounting and finance curriculum, enabling a wider group of students to engage with sustainability challenges and develop financially informed responses to environmental risks and opportunities.

Through participation in the A4S International Case Competition, curriculum innovation, and engagement with the wider A4S network, the School continues to strengthen sustainability education and prepare future professionals to address environmental, social, and financial challenges in line with the Principles for Responsible Management Education (PRME) and the Sustainable Development Goals.

Institute of Chartered Accountants in England and Wales (ICAEW)

The School of Management works with the Institute of Chartered Accountants in England and Wales (ICAEW) through the accreditation of its BSc Accounting and Finance and MSc International Accounting and Finance programmes. This accreditation recognises the alignment of the programmes with relevant professional accountancy requirements and enables eligible students to receive exemptions from specified ICAEW professional examinations. The relationship helps connect academic study with professional accountancy pathways and supports students progressing towards professional qualifications and careers in accounting and finance.

Bevan Commission

The Bevan Commission, Wales' leading health and care think tank, is based within Swansea University's School of Management. The relationship provides an important bridge between academic research, health and care practice, policy and innovation, bringing together academics, healthcare professionals, policymakers and other stakeholders to address current and future challenges facing health and care.

The partnership supports research, knowledge exchange and the translation of evidence into practice. Collaborative research with the Welsh Blood Service, for example, has contributed to improved patient outcomes and operational efficiencies and supported the development of online training for the European Blood Alliance. Lean methods developed through this work have also been adopted more widely through the Bevan Exemplars programme.

Through its wider innovation activities, including Bevan Exemplars and Let's Not Waste, the Commission supports practitioner-led innovation and more sustainable approaches to health and care. The relationship therefore demonstrates the School's commitment to working across academia, public services and policy to contribute to more sustainable, innovative and resilient health and care systems.

[Bevan Commission - Swansea University](#)

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Swansea University School of Management support sustainability and responsible management education.

Bevan Commission: Connecting Research, Policy and Practice for Sustainable Health and Care

The Bevan Commission, Wales' leading health and care think tank, is based within Swansea University's School of Management and provides an important bridge between research, policy and practice. The relationship reflects the School's commitment to working with external partners to address complex societal challenges and to translate academic knowledge into practical impact.

Through the Commission, the School engages with a broad ecosystem of stakeholders across health and care, including health boards, local authorities, policymakers, private-sector organisations and academics. This collaborative approach enables evidence, expertise and practical experience to inform thinking about how health and care services can become more innovative, sustainable and responsive to future needs.

The partnership also demonstrates how knowledge developed through research can extend beyond academia. For example, collaborative research with the Welsh Blood Service has contributed to improved patient outcomes and operational efficiencies. It also supported the development of online training for the European Blood Alliance, while lean methods developed through this work have been adopted more widely through the Bevan Exemplars programme.

The Commission's wider programmes provide further opportunities to translate ideas into practice by engaging health and care professionals directly in innovation and improvement. Initiatives such as the Bevan Exemplars and Let's Not Waste programmes illustrate how collaboration can support practitioner-led innovation as well as more sustainable approaches to the use of resources within health and care. The latter has promoted reducing unnecessary products and services, reusing resources and equipment, and recycling wherever feasible, while sharing learning across Wales.

Together, the School of Management and the Bevan Commission demonstrate the value of long-term partnership in connecting academic research, professional expertise and policymaking. This relationship supports the exchange of knowledge across sectors and helps turn evidence and ideas into practical approaches capable of contributing to more sustainable and resilient health and care systems.

Continue telling your story

Swansea University: Partner

The School values partnerships as a mechanism for knowledge exchange and societal impact. Collaboration with businesses, professional bodies, policymakers, third-sector organisations, schools, community groups, and public bodies provides opportunities for applied research, student learning, and community engagement. Partnerships with organisations such as NHS Wales, the Bevan Commission, TATA Steel UK, Medr, and regional innovation partners support the co-creation of research, teaching activities, student opportunities, and societal impact. Through challenge-based learning, consultancy projects, competitions, knowledge exchange, and collaborative research, these partnerships help ensure that responsible management education remains relevant to contemporary sustainability challenges while creating opportunities to co-develop practical solutions that support regional development, innovation, health and wellbeing, and the Sustainable Development Goals.



Practice

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

How We Define Practice

At Swansea University, Practice means embedding responsible management and sustainability within governance, operations, procurement, campus development, and institutional culture. Through accredited environmental management systems, ethical procurement, sector-leading sustainability initiatives, and integrating operational activities into learning, we seek to model the responsible leadership and stewardship we teach.

Institutional Policies and Practices

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

Policy Documents Related to RME and/or Sustainability

Swansea University Sustainability Policy 2026-27

View document  Download document 

Swansea University Sustainable Procurement Policy
2024

View document  Download document 

Swansea University Path to Zero Decarbonisation
Report 2024-2025

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

Swansea University Equality Annual Report
2024-2025

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

Swansea University Annual Modern Slavery and
Human Trafficking Statement 2025-2026

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

Sustainability Communications and Engagement
Plan 2026-2031 with link

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

Swansea University Strategic Equality Plan
2024-2028

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

Swansea University Sustainability and Climate
Emergency Strategy 2021-2025

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

Practice Awards

In 2025, Swansea University School of Management received 7 awards for responsible and/or sustainable practices.

ISO 14001:2015

Granter: NQA

Grantee: Swansea University

Award Description:

Swansea University's commitment to environmental responsibility is underpinned by its externally accredited Environmental Management System (EMS), certified to ISO 14001:2015, the internationally recognised standard for environmental management. The accreditation covers the University's campuses, academic activities, professional services, and operational functions, providing a structured framework for identifying environmental impacts, ensuring legal compliance, setting sustainability objectives, and driving continual improvement.

Looking ahead, Swansea University will begin preparing for the transition to the newly published ISO 14001:2026 standard, released in September 2026. This transition provides an opportunity to review and strengthen existing environmental management practices, ensuring that the University's EMS remains aligned with emerging best practice, evolving sustainability challenges, and its long-term commitment to environmental stewardship and continual improvement.

People and Planet

Granter: People and Planet

Grantee: Swansea University

Award Description:

Swansea University ranks 13th in the UK in the People & Planet University League 2025/26, earning a First Class award for environmental and ethical performance. This places the University amongst the UK's leading higher education institutions for sustainability and reflects its commitment to environmental management, climate action, sustainable development, responsible governance, and student engagement. Swansea University continues to play a vital role in advancing sustainable development locally, nationally, and globally through its teaching, research, operations, and partnerships.

QS World Rankings University

Granter: QS World University Rankings

Grantee: Swansea University

Award Description:

Swansea University placed 134th in the QS World Rankings for Sustainability in 2026-2027.

Green Flag Award

Granter: Keep Wales Tidy

Grantee: Swansea University

Award Description:

Swansea University retained the prestigious Green Flag Award for a ninth consecutive year in 2026, recognising both the Singleton Park and Bay campuses as high-quality, welcoming, and sustainably managed green spaces. The University also secured the Green Heritage Site Accreditation, awarded to a select number of organisations demonstrating a commitment to preserving and promoting sites of historic significance. This recognition reflects Swansea University's long-term commitment to biodiversity enhancement, heritage conservation, and responsible estate management. Through its Biodiversity Action Plan, the University delivers initiatives such as pollinator-friendly planting,

wildflower meadows, reduced-mow regimes, habitat creation, and sustainable landscaping practices that support both wildlife and people.

The University's campuses also serve as living laboratories for sustainability and wellbeing. Students, staff, and volunteers are actively involved in tree planting, wildlife surveys, habitat monitoring, beach cleans, and biodiversity projects, fostering environmental stewardship and community engagement. Alongside their ecological value, the extensive woodlands, gardens, ponds, and nature trails provide accessible spaces that support physical and mental wellbeing for students, staff, visitors, and the wider community. Through the integration of sustainability, heritage, biodiversity, and engagement, Swansea University demonstrates how campus operations can contribute meaningfully to the UN Sustainable Development Goals, particularly SDG 3 (Good Health and Wellbeing), SDG 11 (Sustainable Cities and Communities), and SDG 15 (Life on Land).

Fairtrade University and College Award

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

Grantee: Swansea University

Award Description:

Swansea University successfully retained its Fairtrade University and College Award in June 2025, with the accreditation remaining valid until June 2027. The award recognises the University's ongoing commitment to ethical trade, responsible procurement, sustainable consumption, and global social justice. Delivered by the Fairtrade Foundation and Students Organising for Sustainability UK (SOS-UK), the award acknowledges institutions that actively engage staff and students in addressing global inequalities through education, campus initiatives, procurement practices, and community engagement.

During 2025/26, Swansea University continued to embed Fairtrade principles across teaching, research, operations, and student engagement activities. Students explored issues relating to Fairtrade, ethical consumption, modern slavery, sustainable supply chains, and trade justice through modules such as MN-3517 Corporate Social Responsibility and MN-3522 Sustainability and Environmental Management.

Across campus, Fairtrade products remained widely available, while awareness-raising campaigns and partnerships encouraged the University community to consider the social and environmental impacts of purchasing decisions. The award reflects Swansea University's whole-institution approach to sustainability, demonstrating how responsible procurement, ethical leadership, and global citizenship can be integrated into both the curriculum and campus operations, supporting the development of graduates equipped to address complex sustainability challenges.

Small Business Charter

Granter: Small Business Charter

Grantee: Swansea University School of Management

Award Description:

Swansea University School of Management continues to build on its Small Business Charter Accreditation, awarded in 2023 in recognition of its outstanding support for small businesses, student entrepreneurship, and regional economic growth. A key example of this impact during 2025/26 was the delivery of the Help to Grow: Management Programme, a government-funded leadership and management course available exclusively through Small Business Charter accredited business schools. Delivered at Swansea University's Bay Campus, the programme supports SME leaders to enhance business performance, resilience, and sustainable growth through expert-led teaching, personalised mentoring, peer networking, and the development of tailored Growth Action Plans. By combining academic expertise with practical business application, Swansea University continues to strengthen the regional business ecosystem, foster responsible leadership, and contribute to innovation, entrepreneurship, and inclusive economic growth, supporting SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), and SDG 17 (Partnerships for the Goals).

Athena SWAN Institutional Award - Silver

Granter: Advance HE

Grantee: Swansea University

Award Description:

Swansea University demonstrates its commitment to equality, diversity, and inclusion through its Silver Athena Swan Institutional Award, recognising sustained progress in advancing gender equality across the University. Complementing this achievement, the School of Management has been awarded a Bronze Athena SWAN Charter Award by Advance HE in recognition of its commitment to creating an inclusive and supportive environment for staff and students. The award acknowledges the School's efforts to identify and address barriers to gender equality, promote equitable opportunities for recruitment, progression and leadership, and foster a culture where all members of the University community can thrive. Through Athena Swan, Swansea University continues to embed inclusive practices that support responsible leadership, social justice, and equal opportunity, aligning with the values of PRME and contributing to SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice and Strong Institutions).

Practice Voices

The following statement from stakeholders at Swansea University School of Management demonstrates our commitment to sustainable and responsible practices.

Swansea University Sustainability Team: Embedding Sustainability

Teifion Maddocks Swansea University Sustainability Manager

Swansea University continues to embed sustainability across its operations, governance, teaching, research, and campus culture through a whole-institution approach aligned with its [Sustainability and Climate Emergency Strategy](#). The University views sustainability not only as an operational responsibility but also as a core institutional value that informs decision-making, resource management, research, teaching and student experience.

A key mechanism for delivering this commitment is the University's Environmental Management System (EMS), which is externally certified to [ISO 14001:2015](#) and EcoCampus platinum standards. Covering all campuses, academic faculties, professional services, and operational activities, the EMS provides a structured framework for monitoring environmental performance, setting targets, identifying opportunities for improvement, and driving continuous enhancement across the institution. The University's approach continues to receive external recognition. In the [2025/26 People & Planet University League](#), Swansea University was ranked 13th in the UK and achieved a First Class rating for environmental and ethical performance, placing it among the top-performing universities nationally. The ranking recognised the University's strength across areas including environmental management, staff and student engagement, education for sustainable development, sustainable food, carbon management, and sustainability strategy. Through the [QS Sustainability rankings](#), Swansea University was ranked in the top 10% of 2,000 universities in the world at 133rd place for leading the way in social and environmental sustainability.

During 2025/26, Swansea University also demonstrated sector leadership by hosting the [2026 Environmental Association for Universities and Colleges \(EAUC\) Annual Conference](#) at its Bay Campus. The conference brought together sustainability professionals, educators, senior leaders, and practitioners from across the UK and Ireland to explore approaches to sustainable transformation in higher education. Discussions focused on leadership and governance, climate adaptation, carbon and energy management, partnerships, education for sustainable development, and institutional change, reinforcing Swansea University's role as a convenor and contributor to sector-wide sustainability advancement.

The University also strengthened its commitment to responsible procurement and ethical supply chains through the successful achievement of the Fairtrade University and College Award. This recognition reflects Swansea University's dedication to ethical sourcing, environmental responsibility, and global social justice, while creating opportunities for student engagement with issues of trade justice, responsible consumption, and sustainable development.

Importantly, Swansea University's operational sustainability activities serve as a living laboratory for learning. Campus initiatives relating to carbon reduction, biodiversity enhancement, resource efficiency, waste reduction, sustainable procurement, and responsible consumption enable students and staff to engage directly with real-world sustainability challenges. This integration of operational practice and education supports the development of sustainability competencies, systems thinking, and responsible leadership skills that are central to the Principles for Responsible Management Education (PRME).

The University has a [net zero goal](#) for scope 1 & 2 emissions by 2035 and scope 3 by 2030, achieving a 45% scope 1 & 2 reduction and a 37% reduction in scope 3 since 2015. The university was a founding member of the [Nature Positive Universities programme](#) and has baselined our campus biodiversity pledging to be nature positive by 2035 and in the meantime increasing wildflower areas to 1.3 hectares, installing over 55 bird, bat and swift boxes and achieving 2 Green Flag awards for [campus grounds](#). We are a [Zero waste to landfill](#) university, diverting at least 99% from 2014/15 to 2025/26 for University Soft FM activities. Our Campus Catering is rated 3 stars by the Sustainable Restaurant Association (SRA).

In 2025/26, Swansea University embedded sustainability into all programmes through its [Curriculum Transformation initiative](#). A new Graduate Attribute, [Address Global Challenges](#), ensures every student gains core competencies in sustainability, climate change, and the UN SDGs. Students learn how their discipline contributes to global challenges and develop the skills needed to address environmental, social, and economic issues. This university-wide approach meets employer demand for graduates with sustainability-focused, globally aware, ethical problem-solving skills.

By embedding sustainability throughout governance structures, operational decision-making, procurement practices, and campus life, Swansea University demonstrates its commitment to leading by example. Through both its internal practices and its active contribution to sector-wide sustainability leadership, the University continues to create an environment in which responsible management, ethical leadership, and sustainable development are visible, measurable, and impactful.

Continue telling your story

Swansea University: Practice

Swansea University's approach to sustainability extends beyond governance and operations to create opportunities for participation and learning. The University employs a dedicated Biodiversity Officer to support nature-positive action across campus and offers Year in Biodiversity Research Internship opportunities that enable students to engage in applied sustainability and conservation projects. These initiatives complement wider institutional commitments to net zero, biodiversity enhancement, responsible procurement, and environmental management, demonstrating how operational sustainability can support student development and experiential learning.



Share

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

How We Define Share

At Swansea University's School of Management, Share means fostering transparency, openness and collective learning by communicating our sustainability and responsible management education progress, successes and challenges. We actively engage students, staff, partners and wider communities, creating opportunities to exchange knowledge, learn from diverse perspectives and strengthen our shared impact.

Engagement Opportunities

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

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

Communication Audiences

Swansea University School of Management communicates its policies and progress on sustainable development and responsibility with:

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

❖ Research and academic networks

Sharing Voices

The following statement from stakeholders at Swansea University School of Management demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Climate Action Research Network (CARN)

Jennifer Rudd: Climate Action Research Network (CARN), Swansea University

The Climate Action Research Network (CARN) provides a platform for sharing climate and sustainability research across disciplines and beyond the University. By connecting academics, students, practitioners, policymakers, and community organisations, the network helps translate research into accessible knowledge, practical action, and informed decision-making.

Throughout the year, CARN supports the exchange of ideas through interdisciplinary seminars, research showcases, policy engagement activities, and collaborative projects with external partners. Members regularly contribute evidence to public consultations, engage with Welsh Government and Senedd consultations, participate in community sustainability events, and share research findings with stakeholders across Wales and beyond.

Communication Barriers

Swansea University School of Management faces the following barriers in transparent communications:



**Audience
reach**



**Engagement
gaps**



**Feedback
loops**



**Messaging
clarity**

Continue telling your story

2026 - Progress and Continuous Improvement

Progress and Continuous Improvement

Since adopting the Principles for Responsible Management Education, the School has strengthened the integration of responsible management education across its curriculum, expanded sustainability-focused research activities, enhanced collaboration with business and policy stakeholders, and developed new initiatives aligned with climate action, circular economy principles, sustainable finance, biodiversity, responsible leadership, and wellbeing. Recent developments include the expansion of sustainability-

focused modules, participation in the Accounting for Sustainability (A4S) International Case Competition, the Well-being of Future Generations Act Hackathon, growth in sustainable finance and ESG teaching, and strengthened partnerships supporting societal impact. These developments demonstrate the increasing integration of responsible management principles across all areas of School activity.

Key developments since our previous SIP include:

- Expansion of sustainability-focused curriculum content
- Increased integration of ESG, sustainable finance and responsible leadership themes across programmes
- Participation in the A4S International Case Competition
- Delivery of activities linked to the Well-being of Future generations Act, including student engagement initiatives and hackathons
- Growth in sustainability-focused research, partnerships and community engagement activities.

While the School and University are committed to openness, knowledge sharing and collective learning, we recognise that challenges remain. As a large and diverse institution, reaching all relevant audiences and sustaining engagement across staff, students, partners and communities requires ongoing effort. We also recognise the need to strengthen how we capture feedback and use it to inform decision-making, while ensuring that sustainability and responsible management messages remain clear, accessible and relevant across different disciplines and stakeholder groups. We recognise that there is more to do in these areas. The [Sustainability Communications and Engagement Plan 2026-31](#) will help us strengthen h

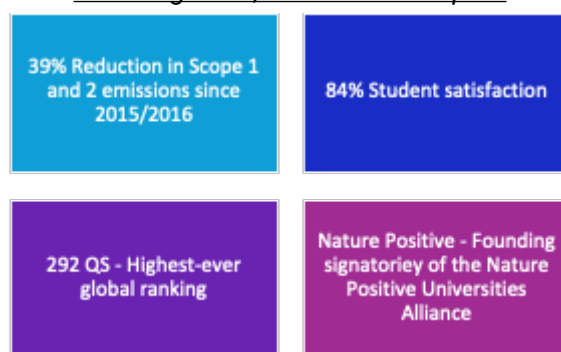
Looking Ahead

Looking ahead, the School will continue to embed responsible management education through curriculum transformation, impactful research, stakeholder engagement, and institutional practice. Particular attention will be given to climate action, biodiversity, sustainable finance, ethical and sustainable employability, future generations thinking, responsible leadership, and the development of graduates capable of contributing to a just transition towards a sustainable future.

As we approach the next phase of our School Strategy, we remain committed to strengthening our contribution to the Sustainable Development Goals, advancing the Principles for Responsible Management Education, and creating positive impact for current and future generations.

We will also seek to enhance the measurement of educational, research, environmental, and societal impact, strengthen mechanisms for stakeholder feedback and engagement, and use this evidence more systematically to inform future priorities, ensuring that continuous improvement remains embedded within our responsible management education journey.

Figure 7. Selected indicators demonstrating progress towards sustainability, student success, international recognition, and societal impact



Source: [Annual-Review-2025-Final.pdf](#)

SIGNATORY

Swansea University School of Management



Address

Bay Campus, Fabian Way, Swansea, SA18EN
United Kingdom



Website

<http://www.swansea.ac.uk>