PRME
an initiative of the
United Nations Global Compact

Sharing Information on Progress 2026

Henley Business School, The University of Reading

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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

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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME

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

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

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

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

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

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

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

The Sustainable Development Goals (SDGs)

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

Getting Started

This section provides foundational information about Henley Business School, The University of Reading, including key details and basic institutional data.

Mission

Henley's Values are:
Being Human: *We act responsibly, fairly and consider the impact on others and our societies*
Bringing Passion: *We energise people with the clarity and excellence of our thinking*
Braving Change: *We speak up, disrupt and are proud to be different*

Henley's Vision is *To be a global community of changemakers engaged in shaping a sustainable and just world of business*.

Henley's Strategic Objectives and Ambitions, as set out in the *Henley Strategy 2025-30*, are to:
Shape talent ready for the future world-of-work
Our Ambition is to be a business school ranked in the top ten in career prospects for all of our programmes to ensure graduate success, both nationally and internationally

Champion engaged and solution-driven research
Our Ambition is to be a part of a globally-ranked top 100 research University

Cultivate global excellence for local relevance
Our Ambition is to be a Champion of just sustainability transition with research, education and engagement

Deepen our purposeful engagement and impact
Our Ambition is to be the education partner for the future world of work

Nurture our people-centric culture
Our Ambition is to be a proud community of changemakers

We are clear that Henley's Vision and Strategy has responsible management education and the PRME Principles at its very heart.

Vision

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Strategy

Henley Business School Values, Vision and Strategy

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Strategy Alignment

Strategy Alignment

Henley's Values, its Vision and its strategic direction, set out in the *Henley Strategy 2025-30,* wholly align with advancing sustainable development, the common good and delivering quality education which puts responsibility, ethics and sustainability at its heart.

The *Henley Strategy 2025-30* has five overarching Strategic Objectives, which are to:

1. 1. Cultivate global excellence for local relevance
   2. Shape talent ready for the future world-of-work
   3. Champion engaged and solution-driven research
   4. Deepen our purposeful engagement and impact
   5. Nurture our people-centric culture

For each of these five Strategic Objectives, Henley has identified three Strategic Priorities and the table below sets these out and highlights key activities which demonstrate alignment with advancing sustainable development and the common good:

Strategic Objective 1: Cultivate global excellence for local relevance
Priorities:

- Reshape into nexus of global centres of expertise

- Ensure financial sustainability of international operations
- Foster innovative partnerships and growth

RME-focused activities:

- Henley South Africa develops and transforms people and businesses in Africa, in alignment with its Mission to 'build the people, who build the businesses that build Africa';
- Continue to develop the Henley Global Executive MBA with delivery locations in the UK, Finland and South Africa, including embedding sustainability and the UN SDGs throughout the curriculum;
- Develop Henley research centre locations outside the UK, including the Dunning Centre for International Business and research at Henley South Africa

Our Ambition is to be a Champion of just sustainability transition with research, education and engagement

Strategic Objective 2: Shape talent ready for the future world-of-work

Priorities:

- Advance innovation in learning and curriculum
- Strengthen employer relationships
- Develop multi-disciplinary learning

RME-focused activities:

- Developing additional degree programmes with a key focus on RME;
- Embedding/integrating sustainability into existing programmes;
- Driving widening participation and social impact initiatives eg Project OLIVIA and the Social Enterprise Project

Our Ambition is to be a business school with a top ten ranking in career prospects for all of our programmes

Strategic Objective 3: Champion engaged and solution-driven research

Priorities:

- Strengthen research capacity
- Cultivate strategic research synergies within Henley and with the University of Reading
- Foster external partnerships engagement and intensify grant and commercial funding
- Elevate Henley's research standing

RME-focused activities:

- Undertaking research focussing on RME and the UN SDGs, which delivers real-world impact;
- Research outputs from the Henley research centres, in particular the World of Work Institute and the Centre for Business Ethics and Sustainability

Our Ambition is to make a top 100 research university contribution

Strategic Objective 4: Deepen our purposeful engagement and impact

Priorities:

- Ensure financial sustainability of the offers
- Strengthen employer relationships for employability and experiential learning
- Develop innovative revenue streams

RME-focused activities:

- Further develop Henley's Corporate Development/Executive Education activities to deliver enhanced impact, including focuses on RME and Sustainability;
- Align Corporate Development proposition with the World of Work Institute activities

Our Ambition is to be the education partner for the future world of work

Strategic Objective 5: Nurture our people-centric culture

Priorities:

- Ensure talent attraction and retention for both academic and professional staff
- Advance efficiencies, effectiveness and wellbeing via automation and value-add activities
- Improve change management

RME-focused activities:

- Continue to enhance Henley's commitment to and focus on EDI;
- Athena Swan (UK gender charter mark) re-accreditation in 2025;
- Continued focus on staff and student wellbeing activities

Our Ambition is to be a proud community of changemakers

Institutional History

Henley Business School Institutional History

The Henley name has long been associated with business education and, through its predecessor organisation the Henley Management College, Henley is one of the longest-established business schools in Europe.It was founded in 1945 as the Administrative Staff College, based at the Greenlands in Henley on Thames; its establishment was intended to facilitate the re-development of management and leadership capacity in the UK after the end of the Second World War, supporting national renewal and rebuilding.

Henley has therefore long had a strong commitment to encouraging and practicing behaviours which relate directly to responsible management education, including within its educational offerings, its research and its operations. It delivered its first Masters in Business programme in 1974, which subsequently became the Henley MBA; Henley was a pioneer in the delivery of online and distance learning provision, with the Henley MBA being delivered in a wide range of global locations supporting local management development.

The Administrative Staff College was renamed the Henley Management College (HMC) in 1981 and the Henley Business School itself was established in 2008 as a result of the merger between the University and HMC; this brought together the complementary post-experience provision of HMC and the pre-experience provision of the University into a full-service business school, from Undergraduate education to Board-level development.

The appointment of a new Dean for Henley in 2010, Professor John Board, gave a fresh impetus to Henley's focus on and commitment to responsible management education. A new institutional Henley Strategy was approved in 2012, with the following Mission:
We empower individuals to become great professionals and outstanding business leaders who think with clarity and act with confidence and conviction.
Our strength lies in our approach. We enable people to better understand themselves and their responsibilities while at the same time blending the practice and theories of successful business.
This Mission was underpinned by a number of Strategic Ambitions, including to be recognised for *Our sense of community and responsibility, Incorporating our belief in responsible business practices and strong corporate and social governance in all our activities*.

Henley subsequently joined PRME in 2013, with engagement led by Professor Kleio Akrivou who remains part of Henley's expanded PRME Team as well as the Director of the Centre for Business Ethics and Sustainability, Henley's dedicated research centre for activity focussing on ethics, responsibility and sustainability.

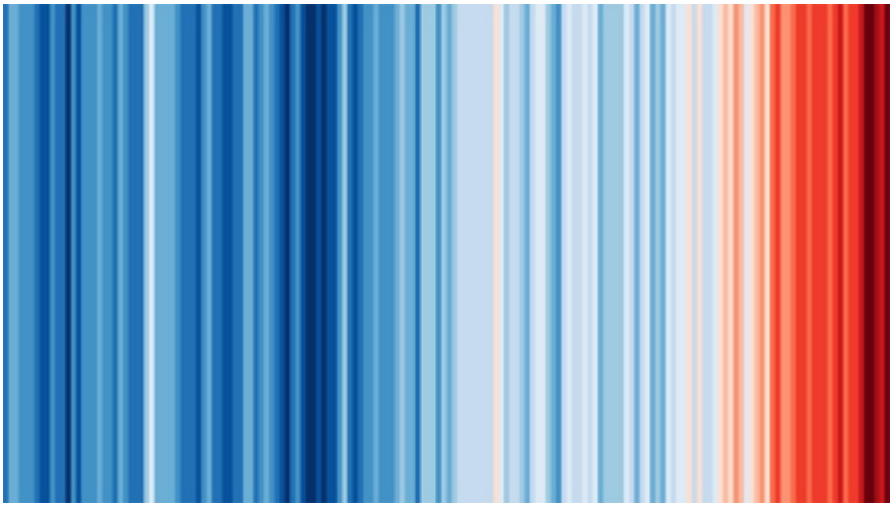
Since 2017, Henley has been an Advanced Signatory to PRME, reflecting our ongoing commitment to continuous improvement focused on shaping a sustainable and just world of business, and to demonstrating leadership in responsible business and management education in the context of the UN sustainable development agenda. That commitment remains a critical part of Henley's strategic approach; our current Dean, Professor Elena Beleska-Spasova was appointed in 2023 and she led the development of a new *Henley Strategy 2025-30*, with a Vision *To be a global community of changemakers engaged in shaping a sustainable and just world of business*.

More broadly, Henley's parent institution, the University of Reading, has a long history of commitment to responsibility and sustainability. It has its origins in the late 19th Century as an Extension College of Oxford University based in Reading. In 1908, Edith Morley was the first female professor in the UK, being appointed as Professor of English Language at Reading. Professor Morley was dedicated to her subject, her students and her cause.She believed that women should have an equal place in academia and society, and was an inspiring and motivating force for the young people around her.

The University received its Royal Charter in 1926, giving it the power to award degrees, and was established and incorporated "for the public benefit to advance education, learning and research"; it was the only Higher Education Institution in the UK to receive a Royal Charter between the First and Second World Wars. At the time of its establishment, it was based in the centre of Reading at the London Road site but it moved to its current main campus in Reading at Whiteknights Park in 1947; the Whiteknights campus is a beautiful 130 hectare former country estate with conservation meadows, a lake and a collection of rare trees. Protecting and enhancing the natural environments provided by both the Whiteknights and Greenlands campuses remains extremely important for us and for our local communities. In 2026 the Whiteknights campus achieved a Green Flag Award for the 16th consecutive year, which recognises the UK's best public outdoor spaces.

The University's commitment to responsibility and sustainability is evident in other ways too. It was committed to peace after the end of the Second World War and in 1951 it responded positively to Hiroshima University's appeal for books following the devastation of the atomic bomb, being the first UK institution to do so. It is also a global leader in climate change research, low carbon building design and environmental studies; a number of University of Reading scientists were part of and contributed greatly to the Intergovernmental Panel on Climate Change which, in 2007, was awarded the Nobel Peace Prize jointly with former US Vice-President Al Gore for its work to inform the world of

the risks of climate change. In 2018, Professor Ed Hawkins from the University's Department of Meteorology created the now globally-recognised 'Climate Stripes' which show the progressive heating of the Earth in a single, striking image:



Today, the University continues to place sustainability at the core of its values, education and strategy. It is committed to the development of sustainable practices in order to minimise its carbon footprint and has pledged to achieve Net Zero Carbon status by 2030. This commitment to sustainable values was demonstrated by the University being awarded Sustainable University of the Year 2025 in *The Times* and *The Sunday Times Good University Guide 2025*. It is also ranked in the world's top 30 universities in the 2026 QS Sustainability Rankings.

Graduates & Enrollment

2025 Statistics	Number
Graduates	2192
Faculty & Staff at the University	3379
Faculty & Staff at the Institution	472
Student Enrollment at the University	27331
Student Enrollment at the Institution	11036
Undergraduate Attendance	4566

2025 Statistics	Number
Masters-Level Postgraduate Attendance	3854
Doctoral Student Attendance	240
Certificate, Professional Development, or Continuing Education Attendance	2376

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

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

Purpose

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

Letter of Commitment

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Letter from the Dean on Henley's ongoing commitment to PRME's Principles

Our Commitment to the Principles for Responsible Management Education

As the Dean of Henley Business School, it is with pleasure that I am sharing our ongoing commitment to PRME, its seven principles and this year's Sharing Information on Progress (SIP) 2.0 report submission.

I am delighted to report that Henley is making good progress with the development and implementation of the *Henley Strategy 2025-30*, as well as sharing developments at our parent institution, the University of Reading, including the celebrations of its Centenary and the development of its own Institutional Strategy. A joint commitment to responsibility and sustainability is something that both Henley and the University have in common.

Given the global situation and the complex challenges facing our staff, students and partners, Henley's dedication to responsible business and management education, to the PRME, and to our associated commitments has never felt more critical. Climate change brings unparalleled threats to both natural ecosystems and economic stability, while pressing social issues, such as inequality and the pursuit of social justice, require immediate and sustained attention. Global, regional, and local developments continue to undermine economic and social sustainability, and we seek to respond through our contributions to the world of work, sustainable economic development, and broader societal wellbeing. At the same time, ongoing developments in artificial intelligence present new opportunities alongside important ethical questions that demand careful and responsible engagement.

As a leading business school with a truly global outlook, we acknowledge our responsibility to equip our students and alumni with the tools to deliver impact and make business a force for good. We are convinced that equipping students through responsible management education is essential to tackling these urgent challenges, promoting a fair and sustainable future, and preparing the next generation to lead with purpose and integrity in a rapidly changing world. To this end, we continue to hold the Triple Accreditation of AMBA, EQUIS and AACSB, as well as being accredited by the Association of African Business Schools (AABS) for our international campus in South Africa. I am also delighted to report that as a testament to its efforts and impact in Equality, Diversity and Inclusion activities, Henley has this year achieved the Athena Swan Silver Award, the UK national charter-mark for good practice in higher education institutions for work to advance gender equality. We also continue to:

- embed the PRME principles into our governance, partnerships and operations;
- continually improve our programme portfolio and curricula; and
- undertake research into the latest advances in the field of sustainable and responsible business

This report outlines how we continue to push academic boundaries that lead to positive societal impact and change.

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Institutional developments over the past 12 months

As global institutions both Henley and our parent institution, the University of Reading, recognise that we play significant roles in enhancing sustainability, ethics and responsibility in our activities and operations.

In my Letter of Commitment shared within Henley's 2025 SIP report, I highlighted that we had just developed a new institutional Strategy, the **Henley Strategy 2025-30,** with our Vision *To be a global community of changemakers engaged in shaping a sustainable and just world of business*, and a number of Strategic Objectives and Ambitions for the next five years, which include an ambition to be *a Champion of just sustainability transition with research, education and engagement*. Henley's Vision and Strategy therefore has responsible management education and the PRME Principles at its very heart. Over the past 12 months, we have been working to identify and begin key projects and activities which implement our Strategic Objectives, with many of those aligning with PRME. These include the intention to establish a number of Global Centres of Excellence, the ongoing refreshment of our curriculum to ensure integration of key global issues (such as AI and sustainability) within programmes and strengthening the visibility and societal impact of our research. I look forward to sharing progress updates with PRME over the next few years.

This year, alongside the University of Reading, Henley was proud to celebrate the **Centenary of the award of the University's Royal Charter** in March 1926, giving it the power to award degrees. In the 100 years since its establishment, the University has demonstrated a long-standing commitment to responsibility and sustainability. In particular, the University has been a global leader in climate change research, low carbon building design and environmental studies. Members of University faculty were part of the Intergovernmental Panel on Climate Change which was awarded the Nobel Peace Prize for its work to inform the world of the risks of climate change and in 2018, Professor Ed Hawkins from the University's Department of Meteorology created the now globally-recognised 'Climate Stripes' which show the progressive heating of the Earth in a single, striking image.

Today, the University continues to place sustainability at the core of its values, education and strategy, and is ranked in the world's top 30 universities in the 2026 QS Sustainability Rankings. Awarded Sustainable University of the Year 2025 in *The Times* and *The Sunday Times Good University Guide*, the University is committed to the development of sustainable practices which minimise its carbon footprint and has pledged to achieve Net Zero Carbon status by 2030. Its ongoing commitment to sustainable values is further emphasised in the current development of a new institution-wide **University Strategy**, within which Environmental Sustainability is one of the four core Strategic Principles.

Reflection on our RME-related goals and future ambitions

In the previous SIP report, submitted in September 2025, we set ourselves three RME-related goals to:

1. Establish, as part of the implementation of the *Henley Strategy 2025-30*, a set of institutional KPIs relating to Responsible Management Education in order to track our progress;
2. Implement, in alignment with the new *Henley Strategy 2025-30*, actions to raise and further embed across our community of staff and students the institutional awareness of our ongoing commitment to PRME and its principles;
3. Involve Henley's World of Work Institute and the Centre for Business Ethics and Sustainability research centres in a conversational team workshop with other key Henley research centre directors as to how to better scaffold internal research synergies and joint work relevant to our Strategic Ambition to be a *Champion of just sustainability transition with research, education and engagement*.

Regarding our first goal, we have reflected on the importance of establishing more actionable and measurable indicators to guide further desired progression against outcomes; therefore throughout 2025-26 we have been developing a series of institutional KPIs relating to Responsible Management Education. In doing so, we intentionally

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created a structure that aligns to the seven PRME Principles. For each Principle, we have identified a small number of KPIs, with many of these based on data that is already collected by Henley or by the wider University; we have also identified a small number of potential future KPIs, where further work will be needed to enable us to capture the data that we would need. This activity therefore provides for the first time a coherent and integrated way in which we can measure and track our progress in implementing the principles of PRME. Our intention is to begin to collect and reflect on this data from 2026-27 onwards, and we will monitor and publish progress in our annual *Henley Responsible Business Education Progress Report*. Our KPIs are appended to this letter.

As highlighted in my 2025 Letter of Commitment, to support our second goal and to embed across the Henley community an institutional awareness of our ongoing commitment to the principles of PRME, we launched a series of Responsible Business Education webpages on the Henley Business School website and are also publishing an annual *Henley Responsible Business Education Progress Report*. This year, to further support this goal, we have sought to engage with our students and raise their awareness of our commitment to PRME at the very start of their studies by providing bespoke information and presentations during Welcome Week, the introductory period at the start of the new academic year; one of our PRME KPIs relates to the 'Percentage of Henley students aware that Henley is a PRME Signatory'. In addition, we also provide updates on progress with PRME for relevant bodies within Henley's governance and committee structure.

Our third goal involves enhancing collaboration for cross-disciplinary research synergy building which we believe facilitates further connections and opportunities for dialogue among researchers engaged in sustainability and ethics research and impact projects. To support this goal, in May 2026 we delivered our first annual Research Workshop on Business Ethics and Sustainability Research, jointly sponsored by our World of Work Institute and our Centre for Business Ethics and Sustainability. The aim of the workshop was to share knowledge and encourage cross-disciplinary synergy amongst all colleagues with interest and/or active research in this broad research area. The workshop included a number of presentations, with associated discussion, from Henley faculty and faculty from other institutions on:

- Decoding Sustainability Discourse in Public Corporate Reporting: A Natural Language Processing Approach;
- Beyond Compliance: Why Environmental Accountability Fails in Nigeria's Oil and Gas Sector;
- Decarbonising Supply Chains: Turning Data into Sustainable and Profitable Decisions;
- Menopause transition and women's workplace inclusion. Dr Tatiana Rowson;
- Advancing inclusive recruitment: A practice lens on navigating barriers to refugee employment.

This year there were 20 attendees; we believe that this is a good start, particularly as we already have active and weekly departmental-level seminars which focus on discipline-based research relating to Responsible Management Education, guided by our diverse research centres. The intention is to establish the Research Workshop on Business Ethics and Sustainability Research as an annual activity, growing the audience each year.

After reflection, we have decided that we wish to continue making progress with the existing institutional PRME goals, given they are closely connected to the *Henley Strategy 2025-30* and to the University's new Strategy. For this reason no new goals will be introduced for the next 12 months and we will continue to focus on and develop activities that align with the three existing goals, giving us time to continue our progress with embedding responsible management education across Henley and also to enable better reflection.

Yours sincerely,

E B Spasova

Professor Elena Beleska-Spasova
Dean, Henley Business School

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Henley's Responsible Management Education KPIs, 2026-27

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

1. % of Henley faculty actively contributing to our work with PRME, advancing RME, or addressing sustainable development challenges through their work
2. % of Henley students actively contributing to our work with PRME, advancing RME, or addressing sustainable development challenges through their work

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

1. % of Henley students aware that Henley is a PRME Signatory
2. % of Henley UG students agreeing that 'My institution encourages good environmental practice'
3. % of Henley UG students agreeing that 'My course has encouraged me to think about environmental sustainability'
4. % of Henley UG students agreeing that 'I have had opportunities to take part in activities supporting environmental sustainability'

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

1. Number of Modules aligned to Responsible Management Education
2. Percentage of early-career Graduates in roles that include themes relating to Sustainability, Ethics and CSR

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

1. Number of published peer-reviewed articles in the past 12 months that contribute to sustainable development and/or responsible management education

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

1. Reduce the University of Reading carbon emissions to net zero by 2030 (against a 2008/09 baseline)
2. Increase the University of Reading % waste sent for recycling in the previous 12 months
3. University of Reading position in the UK People and Planet University League ranking
4. University of Reading position in the *Times Higher Education* Global Impact Rankings for work relating to UN SDGs
5. University of Reading position in the QS Sustainability Rankings

6. Henley position in the Corporate Knights Better World MBA Ranking
SHARE: We share our successes and failures with each other to enable our collective learning and best live our common values and purpose
1. Number of RME-related events/roundtables led by the Henley PRME Team 2. Annual production and dissemination to stakeholders of the *Henley Business School Responsible Business Education Progress Report*

Values

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

Who Champions Responsible Management Education at Our Institution

- Disciplinary efforts within business school
- Interdisciplinary efforts across business school
- Interdisciplinary efforts across parent organization
- Research or issue group, society, or club leading sustainability efforts
- Senior leadership office
- PRME Team

Student Voices

The following narratives demonstrate how Henley Business School, The University of Reading has influenced students' academic journey and personal growth.

Amy Priya Patel's voice SRA module

Studying the MM298 Social Responsibility in Action module strengthened my interest in corporate responsibility and ultimately influenced my career aspirations. The module introduced me to key concepts, particularly the Triple Bottom Line and Stakeholder Theory, which reshaped my understanding of how organisations can create value beyond financial performance. These frameworks demonstrated that long-term business success depends on balancing economic objectives with social and environmental responsibilities, reinforcing my desire to pursue a career with organisations that embed sustainability into their business strategy.

The module assessments strengthened this understanding by allowing me to apply theory to practical business challenges. The individual essay required me to critically evaluate an organisation's approach to social responsibility, while the group presentation involved researching a contemporary social responsibility issue and proposing an evidence-based solution. These assessments enhanced my critical thinking, problem-solving, teamwork, and communication skills, while demonstrating how responsible management principles can be applied in practice.

Most importantly, the module changed my perspective on the role businesses can play in addressing wider societal and environmental challenges. It highlighted that corporate responsibility should not be viewed as a separate initiative but as an integral part of business strategy and long-term success. This shift in perspective directly influenced my decision to seek a placement with Panasonic, where I have been able to observe and contribute to sustainability initiatives in a real organisational setting. Overall, the module has had a lasting impact on both my academic development and my future career ambitions.

- Amy Priya Patel, BSc Business Management (Marketing)

Arushi Saxena's voice on RME education values impact

My journey at Henley Business School has been transformative, deeply influenced by its emphasis on ethics, responsible business, and sustainability. I've learned to think critically about the ripple effects of business decisions. Exploring real-world case studies and sustainable development goals opened my eyes to how businesses can thrive while prioritising people and the planet. These lessons have fueled my passion for ethical leadership.

Arushi Saxena, MSc Climate Change, Sustainable Business and Green Finance

Joanna Mattos de Britto Pereira's Voice - MSc Management Student, 2025-26

One of the most valuable aspects of my MSc Management at Henley Business School has been learning that responsible management is not a separate business function, but a mindset that should shape every decision an organisation makes. Throughout the programme, we explored how commercial success can be achieved while considering ethical responsibilities, long-term sustainability, and the interests of multiple stakeholders.
Working on consultancy and strategy projects challenged me to think beyond financial performance. Whether analysing international expansion strategies or developing recommendations for businesses, I learned to evaluate the wider social and environmental impact of managerial decisions alongside their commercial viability.
As the founder of a surface pattern design studio, these lessons have also influenced my own entrepreneurial perspective. I now think more critically about building long-term relationships with clients, creating value responsibly, and making decisions that balance profitability with integrity. The programme has reinforced that responsible leadership is not only about managing organisations effectively, but also about creating positive and sustainable impact.
This experience has given me greater confidence that the principles of responsible management will continue to guide both my future career and the growth of my business

Joanna Mattos de Britto Pereira
MSc Management Student, 2025-26 Henley Business School

Values Voices

Professor Emese Lasar's values narrative T&L values, Deputy School Director of Teaching and Learning, Henley Business School

"At Henley Business School, we believe that business education should develop not only capable leaders, but responsible ones. Across our undergraduate and postgraduate programmes, students are encouraged to consider the ethical, social and environmental consequences of business decisions, equipping them to create sustainable value for organisations and society. Through a curriculum that

integrates responsible management, sustainability, governance and ethical leadership, alongside real-world projects and global perspectives, we prepare graduates to navigate complexity with integrity, purpose and accountability. In doing so, we seek to develop professionals who are ready to make a positive impact in their organisations, communities and the wider world."

Professor Emese Lasar, Deputy School Director of Teaching and Learning, Henley Business School (till Sept. 2026)

Celebrating Values

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

Dr Melissa Carr's voice on EDI at Henley (Equity, Diversity and Inclusion)

Regarding Equity, Diversity and Inclusion at Henley (EDI), we are building a culture where equity, diversity and inclusion are ingrained in our vision and values. We want our colleagues to feel empowered to make a difference in the workplace, and our diverse student body to thrive as they develop into the business leaders of the future. At Henley, diversity is woven into our fabric and our work is led by our joint Directors of EDI, Dr Melissa Carr and Dr Miriam Marra.

Dr Melissa Carr who has been Equity, Diversity and Inclusion Director at Henley till todate said:

We seek to bring business to life through putting people first. How this translates into inclusion is through fostering open communication and dialogue and seeking to be a business school that practises what we preach. Our most recent Staff Engagement Survey indicates that both women and men experience a strong sense of belonging at Henley, with high levels of pride and satisfaction in the workplace. 100% of women and 99% of men reported feeling proud to work for Henley, and 99% of women agreed that it is a good place to work. These results reflect a healthy and supportive organisational culture where staff across genders feel connected to the institution.

As previously described, Henley has identified a number of priority areas to support ongoing improvement, which form part of broader action sets related to gender, race and ethnicity, disability and neurodiversity, and socio-economic background. For example, as part of our commitment to gender inclusivity among students, we are working to ensure that all activities are inclusive of all genders, and that both the curriculum and teaching practices actively reflect and promote inclusive values. Project OLIVIA is a funded outreach programme designed to encourage girls from lower socio-economic backgrounds to consider higher education, aiming to broaden awareness of future educational and career pathways, and empowering them to make informed decisions about their academic choices.

As a testament to its efforts and impact in this area, in 2026 Henley was delighted to achieve the Athena Swan Silver Award, the UK national charter-mark for good practice in higher education institutions for work to advance gender equality. This was Henley's first Silver Award, building on our previous Bronze Award and reflecting our significant progress in actions driving positive cultural and structural change.

The PRME team at Henley is inviting anyone who would like further information on EDI at Henley see our website at: Equity, Diversity and Inclusion at Henley | Henley Business School

Teach

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

Courses that support RME

Henley Business School, The University of Reading reports 12 courses in 2025 that support responsible management education and sustainable development goals.

Sustainable Finance | IC209

This Sustainable Finance course aims to familiarise students with sustainability-related aspects of finance and investment. We cover theory, application, and relevant regulation relating to sustainable development, Corporate Social Responsibility (CSR), Environmental, Social and Governance (ESG) investing, and how sustainable projects can be financed. Students learn about the basis of sustainability and its link to businesses, how organisations can improve their social and environmental sustainability, the implications of sustainability for investments, and the importance of national and international regulations in the sustainability transition. We discuss a multitude of sustainability concepts, themes, and applications – including the triple bottom line (profit, people, planet), the UN SDGs, ESG scores and investment strategies, climate transition and mitigation risks, sustainability bonds, regulation at the national, regional, and global levels, and lessons to be learnt from sustainability controversies.

Through this course, students are learning to become more sustainable consumers, investors, and business leaders. By considering how businesses can be purpose-driven, considerate of wider stakeholders, and efficient in their resource use, students are discovering how economic growth can be sustainable. Discussing the implications of corporate actions on people and the planet is inspiring students to make more sustainable, conscious choices. For example, in an interactive lecture exercise, 100% of poll respondents said they would avoid products of socially irresponsible companies, even if they were cheaper.

Learning about sustainable investments, like ESG best-in-class portfolios, green bonds, and impact project financing, has also broadened students' perspective of the risk-return relationship in Finance and motivated them to think about non-financial utility. Interestingly, at the end of the course, 100% of respondents to a class poll said they would be willing to sacrifice some investment return if it meant their portfolio performed better on ESG criteria. From the most recent course evaluation, 85% or more of respondents 'agreed' or 'definitely agreed' that the course offered a diverse range of perspectives, contributed to the development of their knowledge and skills, and was relevant to the real world.

All SDGs included

Sustainable Investments | ICM516

This module explores how financial investors incorporate sustainability considerations and environmental, social and governance (ESG) criteria into their investment decisions. The module offers an introduction to the main sustainable investment strategies, the main players (governments, supranational institutions, corporations, investment funds, banks) in the sustainable investment space and the application of sustainable investment in different asset classes. A particular focus in this module is on green and climate change-related investments, but the module also explores the social and ethical dimensions of sustainable investment.
The aim of the module is to familiarise students with the main strategies employed in sustainable investments and the role that sustainable investment can play in addressing societal challenges such as climate change. Using real-world examples and ESG data, students will learn about the key challenges and opportunities that investors incorporating ESG criteria face. Students will also be introduced to the crucial role of financial regulation and voluntary standards/principles in the sustainable investment space.

Student feedback highlights that the module contributes meaningfully to both personal and professional development. It encourages students to engage with new ways of thinking and to critically reflect on the role of capital markets in supporting a more sustainable economy.
A particular strength of the module, as noted by students, is the integration of guest lectures delivered by industry practitioners working in ESG investment. These sessions provide valuable real-world insights that complement and deepen the topics covered in class.
The module's assignment further enhances student impact by tasking students with designing an ESG investment strategy tailored to a client focused on a specific Sustainable Development Goal (SDG). This gives students the opportunity to explore a sustainability topic of their choice in depth and to apply their knowledge and research skills in a way that is both academically rigorous and directly relevant to careers in investment management.

All SDGs included

Climate Change and Risk Management | ICM518

This module offers an in-depth exploration of the climate risks faced by corporations and financial institutions. Students will learn how to leverage climate data, models, and cloud computing to assess physical risks - defined as the potential loss or damage to physical assets like residential and commercial properties, plants, and equipment due to extreme weather events. Additionally, the module examines businesses' exposure to transition risks, which arise from policy and legal changes as governments and societies shift towards lower-carbon economies.

ICM518 goes beyond theory - students learn to critically evaluate different types of climate risk (physical and transition) and use quantitative tools (climate data, models, cloud computing) to measure real financial impacts on banks, insurers, and corporates. By guiding them through these analyses, I empower students to connect academic learning with urgent, real-world challenges in green finance.
Students engage in collaborative exercises that enhance their ability to work in teams. They learn to incorporate climate risk modelling into corporations' financial analysis and decision-making.

Social Responsibility in Action | MM298

In this course, students delve into critical topics related to sustainability and the social purpose of business. They explore the 17 UN Sustainable Development Goals (SDGs), which provide a shared blueprint for global peace, prosperity, and environmental protection. Additionally, students engage with the Principles for Responsible Management Education (PRME), an initiative supported by the United Nations since 2007. The course aims to develop students' capabilities to create sustainable value for both business and society, fostering an inclusive and sustainable global economy.

Empower students to lead responsibly, challenge norms, and create sustainable solutions that benefit both business and society in real ways.

Social Enterprise | MM379

MM379 Social Enterprise is a final-year undergraduate module that introduces students to the principles and practice of social entrepreneurship. Designed to be interactive and practical, the module explores how social enterprises can address pressing social and environmental challenges through innovative and sustainable business approaches. Students examine topics such as opportunity recognition, mission and business modelling, marketing, leadership, funding, stakeholder engagement, impact measurement, and growth strategies. Through a combination of lectures, seminars, and project work, the module supports the development of strategic thinking, ethical

awareness, and enterprise skills relevant to future changemakers.
The module equips students with the knowledge, tools, and entrepreneurial mindset to engage with any of the 17 Sustainable Development Goals. While not every SDG is addressed explicitly within the core teaching materials, the structure of the module allows students to focus their projects on a wide range of social and environmental issues of their choice. This flexibility enables meaningful engagement with goals ranging from poverty reduction and gender equality to climate action and sustainable innovation. As such, the module holds the potential to align with the full SDG framework through the diverse issues students choose to explore and address in their work.

The module has a strong emphasis on critical thinking, teamwork, and reflective practice. Students are encouraged to work collaboratively to develop their own social enterprise ideas in response to real-world issues. This approach not only enhances their understanding of how businesses can deliver social value, but also builds confidence in navigating complex ethical and operational decisions. Many students report that the module has shaped their outlook on business, making them more conscious of sustainability, social impact, and inclusive leadership. The course aims to inspire a lasting sense of responsibility and agency in students, equipping them to lead positive change in their careers and communities.

All SDGs included

Reputation and Responsibility | MNM2G008

Module aims and purpose
The Reputation and Responsibility module explores the identification, development and management of stakeholder relationships critical to organisational performance. It does so through a focus on how reputation, identity and corporate responsibility impact stakeholder support in the context of ever-changing societal expectations and initiatives, such as the UN Sustainable Living Goals. The module includes a Reputation and Responsibility workshop and Global Immersion Study week. The focus will be upon helping organisations to consider the strengths and weaknesses of their relationships, how they could make evidence-based choices in relation to organisational relationships, the values that underpin these choices and the integrative as well as analytical thinking demanded of managers - if strategic decisions are to be operationalised in a transparent, purposeful and accountable manner. By explicitly building on previous modules of the MBA programme, and by engaging with models of Reputation, Corporate Responsibility and Sustainability, Reputation and Responsibility focuses upon the strategic, holistic and integrated nature of management in a complex business environment that considers important issues facing business and society.
The Global Immersion Study week will take place in the South Africa and consist of live consulting projects with the NGO sector. South Africa has one of the most vibrant and successful NGO sectors in the world- dealing with issues, such as reconciliation, empowerment and sustainability, which are

increasingly important to business and society around the world. The Global Immersion Study week will offer the opportunity to work closely with an NGO to understand and improve its key stakeholder relationships. MBA groups typically work with senior leaders and boards- and the project offers an opportunity to make a genuine contribution to the practice of organisations dealing with very important social issues. As such the project will embed the group deeply in the workings of the NGO's and the communities they serve. Building relationships at a deep level is thus embedded into the programme- offering an opportunity for personal reflection through immersion.

This module aims to:
• Develop knowledge and understanding of the holistic nature of strategic reputation management
• Foster debate and discussion around issues of corporate responsibility, sustainability and board effectiveness
• Introduce key concepts of how relationships are built and apply the principles and theories to the understanding of successful organisational relationships
• Introduce key concepts of stakeholder management, raise awareness of the complex nature of challenges that organisations have to deal with and enable a reflection on choices around deployment of resources and future strategies in situations where there are conflicting demands
• Expose programme members to a range of tools for the analysis of perceptions related to reputation and illustrate application of such tools through a range of activities and case-studies
• Help programme members to apply key principles of corporate responsibility and board effectiveness to the achievement of long-term performance
• Allow programme members to gain an understanding of what information they need, to make integrative decisions and how they might use frameworks to make the most of the information organisations already have
Module learning outcomes
By the end of the module it is expected that programme members will be able to demonstrate their ability to:
• Identify and discuss the nature of relationships, their purpose, and their context that impact positively and negatively on the attainment of long-term strategic objectives for the organisation
• Evaluate the latest academic thinking in the areas of reputation management, how it links to the achievement of the longer-term purpose of the organisation and the diagnostic tools, and the research process associated with the proactive management of organisational reputation
• Critically reflect on the current debate around issues of corporate responsibility and sustainability and consider how insights and recommendations relate to management theory and practice as well as embrace an interdisciplinary approach to the concepts studied and application of differing methodologies in an integrated manner
• Perform a stakeholder analysis to inform strategic planning and judiciously analyse the relevance and appropriateness of relationship and stakeholder theory, reputation management and governance to long term sustainable strategic management
• Critically reflect on value and values in organisations and challenge the accepted tools where

appropriate as part of the evaluation process
• Synthesize information, evaluate and reflect on alternative theories and concepts evidencing a problem-solving approach and showing an understanding of the implications of recommendations

Additional Outcomes:
• Adopt a problem-solving approach and use a number of analytical models and tools to understand reputational issues
• Engage in a critical debate regarding corporate responsibility, organisational purpose and value and the role of boards
• Manage the research process to gather required information and data from a wide group of stakeholders and interpret complex data that can be qualitative and/or quantitative in nature to inform strategic decision making
• Understand and apply behavioural models to practical scenarios and communicate clearly and confidently their analysis through written reports and a variety of mediums
• Work autonomously, as well as collaboratively, managing the process of study, prioritising appropriately
• Reflect on their own understanding and ability to communicate with others in the subject area.
Module content
The key topics covered in all modes of study address the aim of enabling programme members to develop an appreciation and understanding of the following issues:
• The exploration of the foundation of reputation by focussing on the study of relationships.
• Principal alternate approaches for the identification and measurement of organisational responsibility.
• The integration of the study of organisational reputation into the wider context of how business relates to society, issues of social responsibilities, sustainability and a discussion of what constitutes purposeful governance.
• An integrative exploration of the management of stakeholder relationships with aid of theory from corporate reputation, responsibility, sustainability, strategy and governance.

- The students state the R & R module and Immersion Study Visit as the most important and life changing due to its meaningful purpose and cultural impact.
- In this year's module feedback, the students described the immersion trip as an excellent, transformative experience, highlighting the module convenor's outstanding leadership and facilitation, the engaging group work with impactful NGOs, the real-world applicability of the projects, and the valuable cultural insights gained, all supported by great logistics and preparation.
- The R&R module uses the SDG's as core material.
- Students are presented with living consulting cases of urgent importance South African NGO's – improving stakeholder engagement and NGO impact.
- Each NGO directly contributes to at least one SDG.
- The program, therefore involves students contributing directly to achieving SDG's each NGO is

associated with.

- Furthermore, the students are invited to think of how NGO activities can be better linked to SDG's to increase impact and support.

Impact of students on SDG's working with the NGOs

- Students worked with AMS to increase staff engagement across its geographically and economically diverse programs in South Africa. In doing so they contributed to reduced inequalities by helping AMS to deliver ambulance services in different areas. Importantly, they helped AMS to support staff in its outreach program (set up to reduce inequalities in different geographical areas) had the support and resources to deliver positive outcomes (SDGs 3 and 10).

- Students helped MasiSports build better relationships with schools and parents in Masiphumelele- an area that is facing numerous historical inequalities. They helped MasiSports with their mission of quality education and reducing inequalities and poverty. As Such they helped to deliver (SDGs 4; 10 and 1).

- The students helped Nalibali in its mission to support teachers, educators and the education sector to deliver reading programs to young people in their own languages: As such building partnerships between schools, the education departments and NGO's. As such they supported with the following (SDGs 8; 4; 16 and 17)

- The students worked schools in historically disadvantaged communities to help embed SOSF materials within the curriculum and help SOSF to build long-term partnerships to deliver environmental education, focussed on oceans, to the school sector (SDGs 14; 4 and 10)

- The students worked directly staff to help St Josephs keep delivering services to previously disadvantaged communities – that place patient dignity and need at the centre of service provision. Using a human rights model alongside a medical model. Students contributed to (SDGs 3 and 10)

Ethics and Sustainable Development | RE1ESD

This module focuses on the adoption of ESG-related considerations for responsible business practices throughout real estate life cycle stages, including urban and architectural design, development, construction, operation, refurbishment, retrofitting and regeneration.
It provides students with an opportunity to identify and debate academic, policy and practice

challenges surrounding sustainability transitions to fairer transformative outcomes for real estate and planning practice. Students will develop a systematic understanding and critical awareness of sustainability and resilience concepts. They will identify and debate the drivers and barriers to policy and practice actions relevant to a range of stakeholders in the built environment, as well as its ethical implications.

In this module, I believe I have a significant impact on my students. Through group work, I help them develop essential collaborative skills and leadership qualities. The individual coursework assignments are designed to foster their critical thinking abilities, enabling them to analyse and evaluate complex sustainability and resilience concepts independently.
The field trip component of my module offers students a valuable real-life experience. For next year, I am enhancing this experience by including group work evaluations conducted by a jury of real estate developers who are passionate about sustainability and ethics. This approach not only provides practical insights but also emphasises the importance of ethical considerations in real estate practices.

Fundamentals of Business and Sustainability | AC115

Overview

Module aims and purpose

This module introduces students to the fundamentals of sustainability, ethics, and international business strategy, with a focus on their relevance to the professional accountant's role. It aims to develop students' understanding of key business concepts, theories, and models within the context of sustainability and ethical frameworks. The module emphasizes the importance of integrating sustainability principles into business practices and decision-making processes.

The module is structured to facilitate skill development including critical thinking, different writing styles, feedback literacy, personal reflection, research and team working.

This module introduces students to key concepts, theories and models related to the study and conduct of business. As a core first year module it helps students to understand key terms and ideas that they will see elsewhere on their accounting degree programme and to develop confidence and

competence in academic and professional skills.

The module lead at the University of Reading Malaysia is Nur Amalina Borham.
Module learning outcomes
By the end of the module, it is expected that students will be able to:
1. Explain key concepts relating to sustainability and the three interconnected pillars of the environment, social and economic sustainability/

2. Apply ethical principles and sustainability concepts to real-world business scenarios, with a focus on the role of professional accountants in upholding public trust.

3. Assess the impact of global trends, regulations, and stakeholder expectations on corporate sustainability and ethical practices.

4. Develop critical thinking and research skills to evaluate the sustainability performance and ethical considerations of international businesses.

5. Demonstrate competence in academic and professional skills, including team collaboration, academic writing, and self-reflection, within the context of sustainable business practices.

6. Identify and evaluate the key challenges and opportunities for integrating sustainability and ethics into financial management and reporting processes.
Module content
Module content
- Sustainability and business ethics
- Business strategy and corporate sustainability
- The role of professional accountants in sustainability
- Drivers of business success: internal and external analysis
- Professional Skills Development

All SDGs included

Digital Innovation | INMR93

(MSc) Module Title : INMR93 Digital Innovation

This module is part of MSc Digital Innovation - And MSc Digital Business and Data Analytics

AIMS OF THE MODULE: This module explores how existing and cutting-edge technologies such as AI and Robotics can provide innovative digital business solutions. It involves the understanding of digital technology principles, values-based innovation, digital business and platform ecosystems, and employs the emerging service science and ecosystem approaches to the development of digital business solutions. It covers innovations in processes, products, technology, services, and business models, as well as methods and models to create new business value in highly competitive and technology-rich environments. It aims to provide the students with the skills, capabilities and knowledge that would enable them to contribute strongly to innovation and change in increasingly technology and information rich environments. Students will exam a range of digital technologies and innovations in development and gain an understanding of them from both a theoretical and practical standpoint.

Digital Innovation learning, Digital Ethics, WEF Digital Trust Framework

COVERAGE OF SDGs (overall or specific SDG) or other key sustainability concepts : SDGs broad coverage, Tripple Botton Line, Digital sustainability, Social Innovation, Sustainable Innovation

Light reference to SDGs

Developing Inclusive Leadership Skills in Health and Life Sciences | MM192

Developing Inclusive Leadership Skills in Health and Life Sciences

Overview
Module aims and purpose

This module explores leadership, management and ethical practice within the health and life science professions. It brings together perspectives from industry (e.g., pharmacy and pharmacology) to help students understand how responsible, people-centred leadership can shape healthcare systems. Through simulations, case studies, and engagement with practitioners, students will develop skills in communication, teamwork, ethical reasoning and systems thinking. The module has been co-designed with students and industry experts to ensure relevance to current practice and future workforce expectations, aligning with sector needs.
The assessment strategy is designed to support leadership as a developmental process, combining critical analysis with sustained reflective engagement.

Module learning outcomes

Critically analyse leadership roles and practices within healthcare, pharmaceutical and life science contexts, with attention to ethical, social and professional responsibilities.
Apply systems-thinking and relational leadership frameworks to real-world industry challenges.
Critically reflect on their personal leadership identity and development, drawing on experiential learning, simulations and engagement with practitioners.
Module content

The module introduces key concepts in ethical, inclusive and purpose-driven leadership in the health and life science professions. Sessions will cover different topics including for example relational leadership; systems thinking; organisational culture; stakeholder engagement; the ethical, social and regulatory contexts of pharmaceutical work. Themes will also include leadership as care, recognition and misrecognition in professional environments, intersectionality, neurodiversity, and the role of design justice in healthcare settings. The module will also include topics and challenges presented by the industry guest speakers.

Structure
Teaching and learning methods

This is an interactive and practice-informed module that combines lectures, workshops, simulations, role-playing exercises, case analyses, reflective activities and team-based tasks. Students will engage with healthcare practitioners through interviews, guest sessions and applied activities.
The module prioritises experiential, student-centred learning, multimodal reflection, and real-world problem-solving.
Throughout the semester, students will complete structured formative reflective activities linked to weekly themes. These activities will form the developmental basis of the summative portfolio but will not be individually graded. Students will receive feedback to support depth, integration of theory, and progression of reflection.

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Light reference to SDGs

Digital and Sustainable Supply Chain Management | INMR08

Overview
Module aims and purpose

This module explores how organisations can build sustainable and resilient supply chains, through the application of cutting-edge digital technologies and modern management philosophies. It involves an understanding of the foundational paradigms in supply chain management, how those paradigms have evolved with Digitalisation and contemporary approaches to managing digital supply chains. It covers the application of Digital technologies such as Artificial intelligence, 3D printing, Data Analytics, Blockchain, IoT and implications for supply chain Resilience and Sustainability.

Aims
The module aims to provide students with skills, capabilities and knowledge to be able to frame and analyse contemporary supply chain problems and proffer solutions with an understanding of technology and management principles. Students would examine a range of cutting-edge digital technologies and understand their impact on supply chain performance from a theoretical and practical standpoint

Module learning outcomes

By the end of the module, it is expected that students will be able to:

1. Explain foundational concepts in supply chain management
2. Analyse applications and impact of different digital technologies on the structure and performance of supply chain
3. Critically evaluate the impact of Digital Technologies on the sustainability and resilience of supply chains

Module content

Module explores the fundamental concepts that underpin supply chain management, with an integration of three core pillars namely: Digitalisation, Sustainability and Resilience

1. Concepts in supply chain management (Supply Chains, Supply Networks, Supply chain ecosystems, Digital Supply Chains)
2. Digital Transformation of supply chains and enabling technologies (e.g. AI, 3D Printing, IoT)
3. Visibility, transparency and traceability of supply chains and enabling technologies
4. Risk and Resilience of supply chains
5. Circular Economy/Sustainability
6. Trends in supply chain design – (Globalisation, Outsourcing, Reshoring, Distributed Manufacturing)
7. Big data in supply chains

8. Supply chain Case studies from Global North-South

Structure
Teaching and learning methods

Module content would be delivered through a combination of in-person Lectures and seminars. Lectures would be delivered by staff who work in designated areas of specialisation, through research. The seminars would be a series of practical case studies, were tools, frameworks and concepts in the module would be brought to life. Contact time during seminars would also be used to provide formative feedback to students towards the development of their written assignments.

INMR08 Digital and Sustainable Supply Chain Management

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Light reference to SDGs

Business Ethics 1 | MM295

MM295: Business Ethics 1
Module code: MM295

Module provider: Leadership, Organisations, Behaviour and Reputation; Henley Business School

Credits: 20

ECTS credits: 10

Level: 5

When you'll be taught: Semester 1

Module convenor: Professor Kleio Akrivou, email: k.akrivou@henley.ac.uk

Module co-convenor: Professor Lucy Newton, email: l.a.newton@henley.ac.uk

Additional teaching staff 1: Professor Lucy Newton, email: l.a.newton@henley.ac.uk

Pre-requisite module(s):

Co-requisite module(s):

Pre-requisite or Co-requisite module(s):

Module(s) excluded:

Placement information: na

Academic year: 2026/7

Available to visiting students: Yes

Talis reading list: Yes

Last updated: 25 March 2026

Overview
Module aims and purpose

This module aims to develop students' awareness and understanding of business ethics and important ethical issues in business and management. In particular, contemporary ethical challenges involving business and society and sustainable and responsible business management will be examined. Businesses do not operate in a vacuum, and it is important to consider non-economic issues, such as ethics, to set the management of companies in a broader context. Using a combination of ethical theory and case study analysis, the module aims to enable students to analyse ethical issues that corporate decision-makers face and to consider how these decisions affect a variety of stakeholders.

Module learning outcomes

By the end of the module, it is expected that students will be able to:

Identify and analyse key ethical issues that face modern business
Critically analyse real ethical issues through use of ethical theory
Identify and assess the ethical context in which corporations operate

Develop a range of skills through assessment and feedback involving oral presentation and debate and written evaluation of key ethical issues using ethical theory to maintain an inclusive assessment
Module content

The module will consider ethical issues that corporate decision-makers face in developing policies about employees, shareholders, customers and broader stakeholders by utilising both theory and case studies. Topics include:

- Introduction and Foundations for Ethics
- Ethical Theory
- Essay and assessment support
- Employees and business ethics
- Supply chain ethics & Ethical buyer/supplier relationships
- Consumers and business ethics
- Globalisation and ethics
- Economics and ethics
- Practical application of ethics in business cases

Structure
Teaching and learning methods

Lectures combined with one-hour seminars. The basic material will be covered in lectures. Discussions and experiential learning take place in the seminars while lectures encourage students to participate with ideas and thoughts. Case studies will be considered in seminars. Tutorials cover coursework and assessment support classes and practical workshop /classes dedicated to student skills for presentations linked with an ethical debates; these complete the teaching and learning.

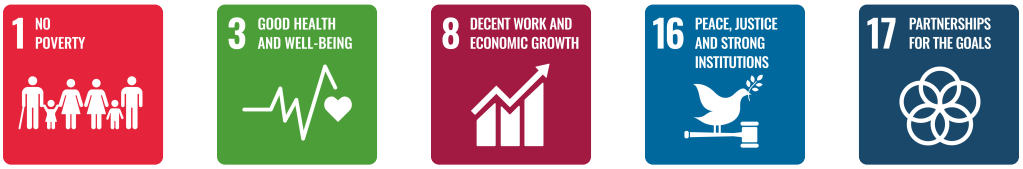
Study hours

At least 32 hours of scheduled teaching and learning activities will be delivered in person, with the remaining hours for scheduled and self-scheduled teaching and learning activities delivered either in

person or online. You will receive further details about how these hours will be delivered before the start of the module.

Students learn both how inseparable are ethics from business as a human, social and economic activity but also the critical challenges which are involved in contemporary business which can tremendously impact human, societal, ecological and economic dimensions of human life and how these implicate business and non-business stakeholders at home and internationally. They also learn about key UN SDGs and UN and business global ethics institutions. Students learn to apply moral philosophy (with emphasis on Deontological, Virtue and Utilitarian and Rights) to business and business problems and scenarios which may touch upon micro, meso or macro dimensions and different business functions and levels of operation. Students learn that ethics and ethical decision making and responses are complicated given there is not one universally accepted solution but also that, given that ethics involves human life and human beings, deliberation, reasonable debate, reflection, habituation and experience are all crucial as much as personal and leadership virtuous character development is. They also learn about ethical corporate governance and ethical institutions and ethics management. Students are involved in learning through conversational and integrative learning, collaborative learning, experiential learning, active debates, individual reflection and essay type writing among other methods.

see: https://www.reading.ac.uk/modules/documents?acyear=2026%252f7&modcode=MM295&schoolcode=HBS%20DME%20G%7CHBS%20DME%20W%7CHBS%20FIN%20G%7CHBS%20FIN%20W%7CHBS%20IBS%20G%7CHBS%20IBS%20W%7CHBS%20LBR%20G%7CHBS%20LBR%20W%7CHBS%20LOB%20W%7CHBS%20MGM%20W%7CHBS%20REP%20G%7CHBS%20REP%20W



Teaching Awards

In 2025, 1 award was given to faculty and educators at Henley Business School, The University of Reading.

READING STUDENTS' UNION EXCELLENCE AWARDS 2026 – TEACHING EXCELENCE AWARD FOR HENLEY BUSINESS SCHOOL

Granter: University of Reading & Students' Union

Grantee: Faculty members, Prof. Liu for 2026

Award Description:

This summary aims first to describe the award, and how it fits within the array of T&L related awards in our insitution, while the second part of the below narrative is adding also the "voice" of the 2026 winner at Henley Business School.

The Reading Students' Union Excellence Awards is one from the different awards regarding ways whereby Teaching and Learning at Reading (and Henley Business School as part of the UoR is recognised) such as university teaching fellowships, national fellowships and collaborative teaching and learning. For an overview please see website link below in this submission.

This year's Henley PRME submission showcases our STUDENTS' UNIION EXCELLENCE AWARDS. This award include nineteen awards which recognise University staff who display excellent and innovative teaching practice or provide excellent support to students. There are also two awards which recognise the work of Academic Reps. All nominations are made by students, who are keen to see staff and Academic Reps recognised for their work and going above and beyond to give them the best student experience they can.

Professor KECHENG LIU from Henley Business School has won this award in 2026 for his PhD supervision.
Professor Liu says: "I am honoured and delighted to receive the RSU Excellence Award. Having spent most of my professional life working with students, I continue to feel deeply touched by your successes on occasion such as your graduation, and I thank you for the inspiration you bring to my work.

I feel very fortunate to have chosen this profession and to have contributed to the growth of Henley Business School as a leading international institution. With a background in computer science and business studies, my cross disciplinary experience enables me to connect academic ideas with real world challenges and bring these insights into the classroom.
In an age shaped by digital technologies and AI, my work in business informatics has become increasingly relevant, helping students connect theory with practice. One of the greatest rewards is celebrating each new cohort of graduates as they join the global Henley alumni community and make an impact across countries, sectors and leadership roles"

One of his students who nominated him says:
"Prof. Kecheng Liu has been consistently supportive and caring throughout my PhD journey. He not only shared his extensive knowledge with us but also set an excellent role model of what it means to be an academic who genuinely nurtures and guides students. I am deeply grateful to Kecheng for being a lighthouse in my academic journey."

Teaching Voices

The following statements demonstrate ways in which educators at Henley Business School, The University of Reading support sustainability and responsible management in their classrooms.

Narrative about Henley's Executive MBA programme, professor Ann Dibley, Head of Post-Experience & Apprenticeship Programmes

We know that society is beginning to reach the limit of the finite resources the Earth can supply to meet demand, meaning urgent action is required (CISL, 2015). Since January 2023, we have been progressively embedding sustainability content into and across our Executive MBA – Global (EMBAG) programme. We firmly believe that management education plays a key role in striving to secure a sustainable and responsible future (Zaleniene, 2021).

The UN SDGs are the closest thing that exists to a global set of goals. 190 countries have signed up to try to achieve targets for 2030 (17 Goals and 169 targets) (United Nations, 2025). In addition, the SDGs take a holistic view of sustainability, encompassing human welfare, social and societal goals, as well as climate change and environmental goals. We believe the SDGs are therefore an effective vehicle to drive sustainability through the EMBA programme. Our aim is to equip our EMBA students with the tools to take their learning back into their businesses, to embed sustainable and responsible practices. Enabling businesses to meet SDG targets will support Governments' aims to meet these goals.

Our practice has involved each of our Module Convenors in mapping the most relevant SDGs to their modules. Whatever the subject being taught, content, discussion and activities relating to the pertinent SDGs have been embedded. Each module convenor asks their students to reflect on their subject matter from a sustainability perspective; for example, the Personal Development module asks learners to reflect on questions regarding individual purpose (related to SDG3); the Managing Processes and Systems module considers a 'circular economy' model (related to SDG9 and SDG13); while the Strategic Marketing module asks students to consider sustainability-focused value propositions for their organisation's offerings (related to SDG12). The full mapping of SDGs to modules was completed in 2023, though it is regularly refreshed as new thinking emerges.

Our innovative, experiential, peer-to-peer, action learning-based programme delivery (Kember et al, 2008; Boud et al, 2001; Pedler & Abbott, 2013; Revans, 2012) is ideally suited to debating the intractable challenges that businesses are facing in today's world. Through active questioning, we aim to equip our students to think differently, as responsible leaders. Every module requires students to apply their learning to a workplace challenge, meaning that learning can have a genuine, positive impact on their company's sustainable and responsible practices.

Lindsay Tomala's voice - Apprenticeship programme EDI content

Throughout our Apprenticeship programmes, Henley partners with organisations to embed responsibility, sustainability and accountability at the core of their organisational development strategies. This is achieved through a combination of research-informed teaching, customised programmes and collaborative leadership development initiatives. For recent example, the dedicated NHS EDI cohort has been co-designed and delivered in partnership with NHS sponsors and expert guest speakers. Together, they have carefully reviewed and restructured each module of the programme to apply an EDI lens, enabling participants to critically explore how inclusivity and equity can be embedded across NHS leadership and strategy. We are proud to support a new generation of NHS leaders in delivering sustainable, inclusive change across the healthcare system.

Lindsay Tomala, Programme Director for the Senior Leader Apprenticeship – Future Leaders programme

Continue telling your story

University of Reading Global Sustainability Leaders Scholarship

This new undergraduate scholarship scheme is focused on creating future leaders for a more sustainable world, a community of global sustainability leaders of the future.

Annually, 400 Global Sustainability Leaders Scholarships are awarded in the entire parent-institution to high-achieving students passionate about sustainability. Get **tailored sustainability leadership training** (in addition to your undergraduate degree) and **£6,000 a year** to support learning and living expenses. Each scholar will receive £6,000 a year, for up to four years of full-time study on their course (subject to terms and conditions), for maintenance and living costs.

This involves many of our Faculty teaching in this programme linked with this scheme.

Scholars will also receive access to opportunities including:

- developing knowledge and leadership skills relevant to addressing climate and nature issues
- taking positive action for sustainability
- building relevant networks
- engaging in cross-disciplinary learning and activities
- being part of a growing community of global sustainability leaders of the future
- careers support and the potential to enhance your employability.

"These scholarships provide a valuable opportunity for students who want to be empowered to make a genuine positive difference to help the planet."

Professor Robert Van de Noort CBE, Vice-Chancellor, University of Reading

For further details please see Global Sustainability Leaders Scholarship - University of Reading

PMiskell Summer Graduation speech 2026	View document	Download document

T&L NARRATIVE PRME HENLEY SKILLS 30 7 2026	View document	Download document

Research

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

Research vs Research for RME/Sustainable Development

192 Peer-reviewed articles were published by Henley Business School, The University of Reading from this past calendar year.

vs **83** Peer-reviewed articles were published by Henley Business School, The University of Reading from this past calendar year in support of RME.

Research Funding

In 2025, Henley Business School, The University of Reading was awarded funding for research that is:

Local **Regional** **National** **International**

Socializing Research

In 2025, Henley Business School, The University of Reading contributed research findings to:

- Open-access platforms and publication outlets
- Public Events and Lectures
- Social media and digital outreach
- Research collaborations
- Community organizations
- Government and policy makers
- Industry and business networks
- International media
- Local media

Research Projects

In 2025, Henley Business School, The University of Reading reported 2 research projects that implemented responsible or sustainable activities.

Four4All: Evidence and Pathways for Inclusive, Sustainable and Competitive Working Time Reduction in Europe (FOUR4ALL), Horizon Europe project no. 101286370.

Period Covering: July, 2026 - September, 2029

Department: International Business & Strategy

Four4All: Evidence and Pathways for Inclusive, Sustainable and Competitive Working Time Reduction in Europe **(FOUR4ALL), Horizon Europe project no. 101286370.**
This research which received Horizon Europe funding is conducted via a consortium which comprises nine partner organisations:

- University of Salford, UK — project coordinators Daiga Kamerade and David Frayne
- Autonomy Research Ltd, UK - Will Stronge
- Birkbeck, University of London, UK - Pedro Gomes
- ELTE Centre for Social Sciences, Hungary - Timea Venczel and Illéssy Miklós
- University of Porto, Portugal - Sofia Cruz and Pedro Gil
- University of Reading, UK - Rita Fontinha
- Rīga Stradiņš University, Latvia - Linda Matisane
- University College Dublin, Ireland - Orla Kelly
- Curium Solutions Canada Ltd, Canada - Joe O'Connor

Four4All is a cross-national initiative examining the feasibility, impacts, implementation pathways and barriers associated with scaling up working time reduction across different contexts. Although four-day working week pilots have produced promising findings, important questions remain regarding their long-term viability, occupational safety and health, equity and inclusion, organisational performance, and environmental sustainability.

The project will combine evidence from approximately 390 SMEs and 12,000 workers with previously collected interviews, new organisational case studies, macroeconomic modelling, and a multilingual, AI-supported stakeholder survey. It will examine successful long-term adopters alongside discontinued or challenging experiments, including evidence from a multinational manufacturer and a major trade union campaign.

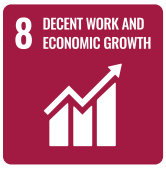
The principal intended outcomes are:

- robust cross-national evidence on organisational performance, employee wellbeing, inclusion, occupational safety and health, and environmental outcomes;
- macroeconomic scenarios examining the feasibility, benefits and potential trade-offs of working time reduction;

- evidence concerning the barriers, enabling conditions and effective implementation pathways associated with working time reduction;
- co-created evidence packs and practical toolkits tailored to policymakers, employers, trade unions and civil society;
- a multilingual, AI-enabled Four4All Knowledge Hub to support the long-term dissemination and practical uptake of the project's findings.

The research grant for this project has been awarded in the summer term 2026, relevant to Henley PRME submission 2025-25; and the actual research will kick off from Autumn 2026.The project will run for 36 months, from 1 October 2026 to 30 September 2029.

For further information or enquiries contact name of the faculty coordinator at Henley Business School is:
Dr Rita Fontinha, Director of Flexible Working at the World of Work Institute
Associate Professor in Strategic Human Resource Management, Coordinator of the 4 Day Work Week Public Sector Pilot in the Azores, Henley Business School, University of Reading
Email: r.fontinha@henley.ac.uk



Facing Climate Risk: Four Studies on Finance, Disclosure, and Resilience

Period Covering: January, 2024 - March, 2027

Department: Finance

Facing Climate Risk: Four Studies on Finance, Disclosure, and Resilience
By Professors Alfonso Dufour and Simone Varotto
A series of recent studies conducted by researchers from Henley Business School and collaborating institutions sheds new light on how climate risk is reshaping financial markets, investor behaviour, and policy priorities. The research provides timely evidence to inform regulatory decisions, investment strategies, and financial resilience in the face of increasing climate-related disruptions.

The project comprises four papers, all of which were active during 2025–26. Two of the four papers have yet to be published and I expect them to be published over the next couple of years.

1.'Climate adaptation disclosure: Does it bring home the green?': To be submitted

2.'Drowning in debt? Forbearance policies and mortgage defaults in European flood zones': R&R at the Journal of International Financial Markets, Institutions & Money

3.'Greenium fluctuations and climate awareness in the corporate bond market': published in September 2025
Greenium fluctuations and climate awareness in the corporate bond market
Reference: Dragotto, M. , Dufour, A. and Varotto, S. (2025) Greenium fluctuations and climate awareness in the corporate bond market. International Review of Financial Analysis, 105. 104281. ISSN 1873-8079 doi: 10.1016/j.irfa.2025.104281

4.'Rain or shine: Exploring the climate-default nexus in small and micro-firms'. Published in early 2026
Rain or shine, default risks align: exploring the climate-default nexus in small and micro firms
Reference: Cathcart, L., Ding, Z., Dufour, A. , Rossi, L. and Varotto, S. (2026) Rain or shine, default risks align: exploring the climate-default nexus in small and micro firms. European Journal of Finance. ISSN 1466-4364 doi: 10.1080/1351847X.2026.2634814 (In Press)
In *"Climate Adaptation Disclosure: Does it Bring Home the Green?"* (with co-authors Alessio Venturini and Len Shaffrey), we examine the impact of voluntary climate adaptation disclosures on UK firm valuations. Using textual analysis of annual reports, we find that while disclosing physical climate risks improves firm value by reducing investor uncertainty, adaptation disclosures do not yield similar benefits. These findings challenge the assumption that more information is always better and have important policy implications: regulatory frameworks should prioritise **mandatory and standardized physical risk disclosures** while developing clearer guidance around adaptation reporting to avoid investor misinterpretation.
In *"Drowning in Debt? Forbearance Policies and Mortgage Defaults in European Flood Zones"* (with Monica Billio and Runhua Pan), the focus shifts to mortgage markets. Analysing over 13 million mortgages across eight European countries, the study finds that flood exposure increases default risks in high-leverage households, particularly in the UK, France, and Ireland. However, countries like Spain and Italy show resilience, thanks to proactive forbearance and relief policies. These insights highlight the critical role of **targeted ex-post support** and **insurance design** in safeguarding financial stability. EU-wide coordination in disaster response may further enhance mortgage market resilience under climate stress.
In *"Greenium Fluctuations and Climate Awareness in the Corporate Bond Market"* (with Massimo Dragotto, Alfonso Dufour, and Simone Varotto), the authors show that the greenium—the yield discount on green bonds—is not constant but fluctuates with investor sentiment and climate awareness. Using market-based indicators and sentiment measures, the study reveals that periods of heightened climate concern significantly widen the greenium, while times of low attention compress it. Certified green bonds show more stable greenium dynamics, highlighting the importance of trust and standardization. These findings suggest that green bond pricing is driven not only by fundamentals but also by shifts in public narrative and investor psychology. The results have key policy implications: improving transparency and certification could help stabilise green finance, while understanding the cyclicality of climate sentiment can guide investors and regulators navigating the evolving landscape of sustainable markets.

Finally, *"Rain or Shine: Exploring the Climate-Default Nexus in Small and Micro Firms"* (with Lara Cathcart, Zhenghong Ding and Ludovico Rossi) investigates how temperature and rainfall volatility affect default risks in Europe's small business sector. The results show that both heat and heavy rain significantly increase default probabilities, particularly in micro and financially constrained firms. This suggests that **labour productivity losses** and limited adaptation capacity amplify vulnerabilities. As small firms constitute the backbone of the European economy, the authors recommend integrating physical climate risk into **banking sector stress tests** and tailoring **support mechanisms for SMEs**. Together, these papers provide a multi-level analysis of how financial systems respond to climate risk, and call for **more adaptive regulation**, **smarter disclosure standards**, and **resilient financial infrastructures** in a warming world.

Research Awards

In 2025, Henley Business School, The University of Reading was awarded 1 research award for responsibility- and/or sustainability-related research.

Professor Robert D Pearce Prize 2025 26

Granter: Henley Business School

Grantee: various students (see under website and description)

Award Description:

he Robert D Pearce Prize is a student award that recognises the work of students on research and is focused on supporting innovative ideas in the field of sustainable development.

The prize is to support innovative research in Sustainable Development, in honour of an outstanding academic.

What is the prize for?
The prize will be awarded to those students who demonstrate clear progress in advancing Robert Pearce's work and wider vision through their research, projects or dissertations broadly aligned with one of the following themes:

International business and sustainable development
International development
Societal impact in low- and middle-income countries (including poverty and hunger reduction and

sustainable food systems)
Climate change, biodiversity and ecological conservation

A number of students who received the award in the year 2025 26 appear under the following website and they kindly provide a short narrative each regarding the award reception and what it means to them:

see: https://live.henley.ac.uk/page/robert-pearce-prize

Research Voices

The following statement demonstrates a way in which researchers at Henley Business School, The University of Reading bring sustainability and responsible management into their research.

Fuad Dalmar's Voice (Robert D. Pearch Award)

Henley has established The Professor Robert D. Pearce Prize to celebrate and reward students who are working to progress innovative ideas in the field of sustainable development aligned to the legacy of Professor Robert Pearce.

[Box start]

I'm deeply honoured to receive the 2025 Professor Robert D. Pearce Prize. Professor Pearce's work on emerging markets, especially his insights on Africa, has had a huge impact on shaping my own research interests, which makes this award feel especially personal. Prizes like this are key for students, as they not only provide crucial encouragement but also validate the importance of exploring complex, global questions. Receiving the Professor Robert D. Pearce PhD Thesis Prize has greatly motivated me to further pursue research in sustainable business. It reassures me that research in this field is being read, valued and supported, with growing expectations. I hope to pass on the spirit of this prize to others and inspire more people in the field.

Yi Hu Fuad Dalmar, Doctoral Researcher in Finance, Programme MSc Digital Innovation
one of the recipients of the Robert D. Pearce Prize 2025

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Leadership-Futures-The-Human-Dimension	View document	Download document
Leadership-Futures-Purpose-in-Practice	View document	Download document

Leadership-Futures-Building-a-People-First-Future	View document	Download document
Leadership-Futures-Advancing-into-Industry-5.0	View document	Download document
Redefining-Leadership-in-the-Age-of-AI	View document	Download document
Leadership-Futures-Harnessing-Technology-for-Human-Progress	View document	Download document

Partner

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

Institutional Partnerships

- AACSB (Association to Advance Collegiate Schools of Business)
- AMBA (Association of MBAs)
- EFMD (European Foundation for Management Development)
- Financial Times
- Local institutions and associations
- Quacquarelli Symonds (QS)
- Responsible Research in Business & Management (RRBM)
- Times Higher Education (THE)
- AABS (Association of African Business Schools)

Student Organization Partnerships

- Amnesty International
- Students Organising for Sustainability United Kingdom (SOS-UK)
- The Red Cross on Campus
- Water Aid

Partnerships

The following provides more details on 14 key partnerships at Henley Business School, The University of Reading.

Association of African Business Schools (AABS)

Henley Africa was the first institution to achieve accreditation by the Association of African Business Schools (AABS) and is currently planning for re-accreditation in 2027. The Dean of Henley Africa is a former Chair of the AABS.

Standard Bank Group Non-Financial Risk Divisions

Henley Business School Africa works closely with Standard Bank Group to co-design and deliver a customised, accredited learning journey that addresses the bank's strategic capability requirements in non-financial risk management. The programme was developed in response to capability gaps identified through Standard Bank's Future Skills Framework and has become one of the world's dedicated qualifications in Non-Financial Risk.

The partnership involves:

- Collaborative programme design aligned to Standard Bank's risk framework, strategic priorities, and organisational context.

- Delivery of a 12-month postgraduate diploma combining academic rigour with practical workplace application.
- Facilitation of learning in areas such as systems thinking, strategy, behavioural risk, organisational development, ethical leadership, business acumen, and personal mastery.
- Integration of action learning projects that address real business challenges identified by Standard Bank leaders.
- Engagement of industry experts, senior executives, and international thought leaders to enrich the learning experience.
- Ongoing programme evaluation, refinement, and innovation to ensure relevance in a dynamic risk environment.
- Creation of a learning pathway that supports career progression, leadership development, and organisational resilience.

The programme brings together participants from across Africa, fostering cross-functional, cross-border collaboration and strengthening Standard Bank's risk capability across the continent

The programme combines face-to-face and online learning, workplace application, coaching, reflective practice, and project-based learning to ensure that knowledge gained is directly applied within participants' businesses and communities.

Reading City of Sanctuary

The University of Reading is recognised as a University of Sanctuary and is committed to welcoming and including sanctuary seekers across its teaching, research and community activities. We value the rich contribution those seeking sanctuary can make to our institution and life in Reading.

We achieved the University of Sanctuary Award in 2023, endorse the City of Sanctuary charter, have pledged our commitment to Reading City of Sanctuary, and signed the national organisational pledge to City of Sanctuary.

The University of Sanctuary Award recognises ‘universities that have gone above and beyond to provide an understanding, compassionate, and safe experience that would enable people seeking sanctuary to thrive and recognise their potential’.

As part of this work, we:

- offer a number of scholarships each year for sanctuary seekers, in recognition of the disruption to education that displaced people may experience;
- provide English language support and tutoring for local sanctuary seekers preparing for university studies;

- regularly hold community engagement, sporting and arts activities to raise awareness about people's lived experiences of sanctuary seeking, fundraise for local refugee organisations, and welcome sanctuary seekers on campus;
- support the Council for At-Risk Academics.

Association to Advance Collegiate Schools of Business, AACSB

Henley is one of a select group of business schools globally to hold the 'Triple Crown' of business education accreditations from AMBA, AACSB and EQUIS; in 2021, Henley was re-accredited by AACSB and our Report included Commendations for:

- Henley's alumni activity and development of our Henley Live portal, which fosters a sense of community for alumni and others;
- Henley's staff engagement activities; and
- Henley's World of Work Institute, which includes a focus on Equity, Diversity and Inclusion.

Henley will undergo its next AACSB Continuous Improvement review (re-accreditation) in March 2027 and is one of a small group of business schools which has been chosen to pilot the new AACSB Global Standards for Business Education™.

A range of Henley staff, including the Dean and other senior members of the Business School, attend and present at conferences and events organised by our three accrediting bodies. In 2022, Henley's Dean was one of the 32 participants drawn from business, the social sector, government, and academia working in partnership in the AACSB Accelerator programme to build a societal impact leadership framework and competency structure.

Association of MBAs, AMBA

Henley is one of a select group of business schools globally to hold the 'Triple Crown' of business education accreditations from AMBA, AACSB and EQUIS; in 2024, Henley was re-accredited by AMBA and our Report included Commendations for:

- The Personal Development module in the Henley MBA programmes, which was said to offer a distinctive element and is highly appreciated by students;
- Henley's alumni activity and development of our Henley Live portal, which ensures we strengthen institutional ties, foster lifelong connections and enhance opportunities for mentorship for students;
- Our commitment to the academic and pastoral wellbeing of our students; and
- Our mission and engagement in South Africa, which was highlighted as laudable and with the vision to address pressing socio-economic challenges, foster sustainable development, and contribute positively to the country's growth trajectory.

A range of Henley staff, including the Dean and other senior members of the Business School, attend and present at conferences and events organised by our three accrediting bodies.

Athena Swan

Henley's commitment to advancing gender equality and the careers of women was first recognised in 2020 through the award of the UK Athena SWAN gender charter mark. This remains a key area of focus within Henley's Equity, Diversity and Inclusion Strategy and in 2026 Henley achieved the Athena Swan Silver Award, as a testament to our efforts and impact in Equity, Diversity and Inclusion activities.

More broadly, Henley has a good record in this area: 49% of its core faculty are women and in the 2025 *Financial Times* Executive MBA rankings it was placed 1st in the UK for percentage of female full-time faculty.

Chartered Association of Business Schools, CABS

Staff are participants in activities delivered by the UK Chartered Association of Business Schools (CABS), including attendance and presentation at conferences, and involvement in its Deans and Directors' Development Programme. David Stannard, Henley's Director of Compliance and Governance, was Vice-Chair of its Professional Managers' Committee between 2023 and 2026, and was involved in co-developing and co-facilitating the CABS Professional Services Leadership Programme which ran for the second time in 2026.Feedback from participants has been extremely positive.

European Foundation for Management Development, EFMD

Henley is one of a select group of business schools globally to hold the 'Triple Crown' of business education accreditations from AMBA, AACSB and EFMD through its EQUIS award; in 2024, Henley achieved EQUIS re-accreditation and our Report identified that in the area of Ethics, Responsibility and Sustainability we were 'Above Standard' for:

- Community outreach activities (local and global); and
- Contribution to and from the world of practice.

A range of Henley staff, including the Dean and other senior members of the Business School, attend and present at conferences and events organised by our three accrediting bodies. In 2024-25, Henley's Director of Compliance and Governance was a member of an EFMD task group reviewing its online programme certification service.

Financial Times

Henley works in partnership with the *Financial Times* to engage with and participate in its annual business Rankings activities. In the most recent FT Rankings, Henley is placed:

- 40th in the world for Open programmes and 23rd in the world for Custom programmes in the 2026 Executive Education rankings
- 4th in the UK and 33rd globally in the 2025 Executive MBA rankings
- 7th in the UK and 46th in the world in the 2025 Masters in Finance rankings
- 5th in the UK and in the global top 75 business schools in the 2025 Masters in Management ranking
- 37th in Europe in the 2025 European Business School rankings

In 2025, Henley also made two entries into the *Financial Times* Responsible Business Education Awards in the categories recognising 'Best business school academic project with impact on policy or practice' and 'Best business school teaching materials based on innovative research'.

In the category for **Best business school teaching materials based on innovative research**, a submission was made on behalf **Dr Matteo Borghi** to showcase the "Managing Change in the Real Estate Sector" module. The application was built around how the module equips students with the knowledge and tools to navigate an evolving real estate industry, emphasizing innovation, entrepreneurship, and sustainability.

In the category for **Best business school academic project with impact on policy or practice**, a submission was made on behalf of **Dr Mona Ashok** for her work on 'Leveraging AI for Operational Excellence: Impact on Practice Beyond Academia'. The application was articulated around Mona's research on addressing the governance and sustainability aspects of AI to help leaders prepare for AI, navigate ethical challenges, and achieve organisational and public value through AI. The narrative included the partnership with ActiveOps and the impact of Mona's work on their business practices

John Madjeski Centre for Reputation (JMCR) Impact Partnership

The JMCR Impact Partnership aim is to enhance the development of leaders and the positive social impacts made by their organisations.

The JMRC Impact Partnership connects more than 100 NGO's from South Africa with global leaders from Henley's network and has been active for 17 years. It exists to continue and extend the relationships built during the Henley MBA Reputation and Responsibility Immersion Visit and provides a trusted infrastructure for leaders to continue to share, develop and grow together, supporting one another and working on projects of their choice. In doing so we aim to enhance the development of leaders and the positive social impacts made by their organisations. NGO's include the Colleges of Medicine, South Africa, which sets the medical standards for medical professionals across South

Africa. Our partnership is helping to improve uptake of medical standards and medical outcomes. It also includes the following organisations: *Back-a-Buddy*, South Africa's largest charitable giving platform which is helping to drive fundraising for projects; *The National Shelter Movement of South Africa*, helping the organisation campaign against gender-based violence; *Mamelani*, helping organisations to bring about policy change to provide statutory support for children in care. The JMRC Impact partnership holds regular meetings online, which means that there is a governance aspect, where partners' aspirations, concerns and progress are debated.

QS (Quacquarelli Symonds)

Henley works in partnership with the *QS* to engage with and participate in its annual business Rankings activities. In the most recent QS Rankings, Henley is placed:

- 57th in the world in the 2026 Executive MBA rankings
- 23rd in the world in the 2026 International Trade rankings (EMBA and International Business)
- 78th in the world in the 2025 Business Masters rankings for Finance
- 100th in the world in the 2026 Business Masters rankings for Management
- 101-150th in the world in the 2025 QS World University Ranking by Subject (Accounting and Finance)
- 130th in the world in the 2025 QS World University Ranking by Subject (Business Management)

Reading Students' Union

Reading Students' Union (RSU) is the independent charitable organisation which represents students and the student voice at the University of Reading. RSU provides a wide range of advice and support services for students, including sustainability initiates. Sustainability is a key area of focus and in the most recent Students Organising for Sustainability United Kingdom (SOS-UK) and NUS Green Impact Awards, RSU achieved a 'Very Good' rating.

It also provides a wide range of volunteering opportunities and opportunities for students to join and engage with clubs and societies. A number of those societies have an RME-focus including Amnesty International, The Red Cross on Campus and WaterAid.

Responsible Research in Business and Management, RRBM

Henley's research is anchored in the root belief that business and business leaders can be a force for good; our research has international impact and delivers meaningful real-world relevance.

Our core strategic goals of pursuing engaging impactful research, underpinned by rigorous scholarship, ensure that our research delivers meaningful real-world change. Henley boasts a rich and distinctly diverse disciplinary base, and the breadth of our expertise underpins our ability to conduct research that responds to the needs of user groups; an approach that is deeply embedded in our DNA.

Henley works with RRBM to further these goals and aims. Our Director of Research, Professor James Walker, has led an RRBM working group looking at responsible metrics and has also been part of a panel at the RRBM conference in 2023 in Fontainebleau.

Times Higher Education (THE)

Henley and the University of Reading work in partnership with the *Times Higher Education (THE)* to engage with and participate in their annual university Rankings activities. In the most recent THE Rankings, Henley subjects are placed:

- 151-175th in the world in the World University Ranking by subject 2026 (Social Sciences)
- 87th in the world in the World University Ranking by subject 2026 (Business and Economics)

Continue telling your story

Pathways To Property - Summer School

Pathways to Property

Pathways to Property aims to widen access to the real estate profession by raising awareness of and aspirations about the vast range of careers available within the industry. Working in close partnership with the real estate sector UK, this programme and its inclusive summer school aim to break down barriers for Young People from underrepresented backgrounds to access the industry and also receive encouragement and be inspired to join Higher Education. Led by Henley's Real Estate and Planning Foundation and Faculty/department this programme supports young leaders to develop knowledge and expertise, raise aspirations and access opportunities as they take their first steps towards becoming a future real estate professionals whose work inspires more SUSTAINABLE CITIES AND COMMUNITIES.

For more information and for this year's report see the following website: Pathways to Property | Henley Live

Practice

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

Institutional Policies and Practices

- 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
- Open-access guides
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Travel guides
- Water
- Zero-waste guides

Policy Documents Related to RME and/or Sustainability

UoR Statement on Open Research	View document	Download document
UoR Sustainable Food Policy and Framework	View document	Download document
UoR Sustainable Travel Policy Principles	View document	Download document
UoR Travel Plan 2024-29	View document	Download document
UoR Travel Policy	View document	Download document
UoR Waste and Resource Use Strategy 2021-30	View document	Download document

UoR Water Management Plan 2022-26	View document	Download document
Henley EDI Strategy Vision	View document	Download document
UoR animal research policy 2025	View document	Download document
UoR Anti Bribery and Corruption Policy 2024	View document	Download document
UoR Code of Good Practice in Research	View document	Download document
UoR Conflict and Declaration of Interests Guidance 2025	View document	Download document
UoR Curriculum Framework summary	View document	Download document
UoR Emissions and Discharges Plan 2026-2029	View document	Download document
UoR Environment and Energy Policy 2025-27	View document	Download document
UoR Environmental Sustainability Annual Report 2024-25	View document	Download document
UoR Equal Opportunities Policy	View document	Download document
UoR Fairtrade Statement 2025-26	View document	Download document
UoR Harassment and Bullying policy statement	View document	Download document

UoR Investment Policy	View document	Download document
UoR IT Equipment Disposal Policy	View document	Download document
UoR Net Zero Carbon Plan 2025-40	View document	Download document
UoR Personal Titles Guidance 2025-26	View document	Download document
UoR Public Interest Disclosure Whistleblowing Policy	View document	Download document
UoR Research Ethics Committee Polices and Guidance	View document	Download document
UoR Responsible Metrics in Research	View document	Download document
UoR Responsible Procurement	View document	Download document
UoR Re-use Policy	View document	Download document
UoR Staff Recruitment and Selection Procedure 2025	View document	Download document

Practice Awards

In 2025, Henley Business School, The University of Reading received 3 awards for responsible and/or sustainable practices.

Green Flag Award

Granter: The Green Flag Award is managed by Keep Britain Tidy under license from the UK Government Ministry of Housing, Communities & Local Government

Grantee: University of Reading

Award Description:

In 2026, the University of Reading's Whiteknights campus was awarded the Green Flag for the 16th year in a row, maintaining its recognition as one of the UK's best managed green spaces. The Whiteknights campus is one of the two campuses of the Henley Business School in the UK. The Green Flag scheme recognises parks and green spaces that are well-maintained and provide quality outdoor access to the community.

The award reflects the consistent efforts of the University's Estates Grounds team, whose day-to-day work keeps our green spaces looking their best in a way that promotes sustainability and ecological diversity.

Athena Swan Silver Award

Granter: Advance HE

Grantee: Henley Business School

Award Description:

As a testament to its efforts and impact in Equity, Diversity and Inclusion (EDI) activities, in February 2026 Henley achieved the Athena Swan Silver Award, the UK national charter-mark for good practice in higher education institutions for work to advance gender equality. This was Henley's first Silver Award, building on its previous Bronze Award and reflecting its significant progress in actions driving positive cultural and structural change.

People and Planet League: First Award Class

Granter: People and Planet

Grantee: University of Reading

Award Description:

The University of Reading is annually assessed by People & Planet, a student network running co-ordinated campaigns against oppression and injustice, for its independent league table of UK universities, ranked according to their environmental and ethical performance. For several years, the University has been awarded a 'First Class' rating in the League Table; in 2023-24 it was also ranked First out of 151 institutions in the UK and in both 2024-25 and 2025-26 it was ranked Fourth.

The League Table ranking takes into account 14 separate areas of activity:

- Policy and Strategy
- Staff and HR
- Environmental Auditing and Management Systems
- Ethical Investment and Banking
- Ethical Careers and Recruitment
- Managing Carbon
- Workers' Rights
- Sustainable Food
- Staff and Student engagement
- Education for Sustainable Development
- Energy Sources
- Waste and Recycling
- Carbon Reduction
- Water Reduction

Practice Voices

The following statements from stakeholders at Henley Business School, The University of Reading demonstrate our commitment to sustainable and responsible practices.

Practice Voice - Dan Fernbank, Energy & Sustainability Director, University of Reading

The University of Reading has built a strong sustainability credentials, with multiple sector awards, and in its centenary year, is developing its next Strategic Plan, which will seek to further embed environmental sustainability throughout its teaching, research and operations, to position itself as global leader in sustainability. This requires leadership by example, and the University is committed to delivering its commitment to achieve Net Zero Carbon in its own operations by 2030, as well as setting further ambitious targets to significantly reduce the emissions from its entire supply chain. Its ambitious sustainability champions network has given a voice to sustainability right across the University, including through representatives from the Henley Business School.

Practice Voice - Miriam Marra, Director of Equity, Diversity, and Inclusion, Henley Business School

Henley Business School is committed to remaining a sector-leading business school in EDI best practice, as benchmarked against the EDI Maturity Model, and to sustaining this leadership even as external fashions change.

We are committed to embed EDI as a strategic, enduring priority, integrated into governance, decision-making, recruitment, curriculum, research, and daily behaviours, rather than treating it as a standalone initiative.

Our aspiration is to combine visible leadership and lived experience across the School, via senior accountability and resourcing, paired with grassroots EDI ownership and continuous staff and student engagement.

Through strategic partnerships with communities, employers and peer institutions, Henley also aims to continue co-create scalable, transferable best practice and influence sector standards, ensuring our EDI work is resilient, credible and impactful long after any trend has passed.

Share

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

Engagement Opportunities

Henley Business School, The University of Reading offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

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

Communication Audiences

Henley Business School, The University of Reading communicates its policies and progress on sustainable development and responsibility with:

- Accreditation bodies
- Alumni and donors
- Boards and advisory committees
- Business and industry partners
- 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 Henley Business School, The University of Reading demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Sarah Tokeley, Head of Communications, Henley Business School

Communications and marketing play an important role in demonstrating Henley's commitment to responsibility and sustainability, ensuring that it is visible to our staff, students, prospective students, corporate partners and wider communities.

We do this by communicating how responsible and sustainable business is reflected across our research and insight, teaching, student experience and engagement with business and society. Instead of treating responsibility and sustainability as standalone messages, we embed them throughout our wider communications with tangible examples of activity, expertise and impact.

Henley's impactful research is evidence of this commitment. Through our communications activity, we amplify work that addresses challenges ranging from climate risk and sustainable finance to healthier urban development, the responsible application of AI in healthcare and the use of technology to support independent living. These projects demonstrate how business research can contribute to better outcomes for organisations, individuals and communities.

Communications and marketing work closely with Henley's World of Work Institute which further connects research and education with employers and the community, helping organisations and individuals navigate issues including sustainability, AI, EDI, leadership and changing ways of working.

Through PR and media relations, digital and social channels, events and internal communications, we share Henley's expertise and impact with our varied audiences around the world. By highlighting authentic stories and providing evidence of impact, we reinforce responsibility and sustainability as an integral part of the Business School's purpose.

Sarah Tokeley
Head of Communications
Henley Business School

Continue telling your story

Share Principle - Continue telling your story

In 2025, in order to make more visible our RME-focussed activity and performance, we launched a series of Responsible Business Education webpages on the Henley Business School website and also published our first *Henley Responsible Business Education Progress Report*. The Report provided an overview of the content of our 2025 PRME SIP report, as well as offering insights from Henley highlighting our work in Responsible Business Education.

This year, to support our ongoing commitment to the Share Principle, we continue to highlight our activities on our website and have also published our second *Henley Responsible Business Education Progress Report* covering the 2025-26 academic year. A copy of this Report is provided as an attachment.

26.MIS.054 HBS-PRME report (print) FINAL View document Download document

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