

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

Bournemouth University Business
School

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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 Bournemouth University Business School, including key details and basic institutional data.

Mission

Our purpose at BU is to inspire learning, advance knowledge and enrich society. We will:

Inspire learning for our students and staff, and in our wider communities

Advance knowledge in practice and the professions, and our academic areas

Enrich society through education, the impact of our research and our contribution to global challenges.

Vision

Our vision is to be recognised worldwide as a leading university for inspiring learning, advancing knowledge and enriching society through the Fusion of education, research and practice.

Strategy

BU2025 strategic plan

Our BU2025 strategic plan sets out the actions that we will all take to achieve our vision. The actions apply across BU.

The BU2025 actions are set out under five headings:

Fusion and investment



- Enhance and embed our distinctive Fusion learning approach

- Provide an environment that engages and attracts staff, students and external stakeholders
- Build capacity and capability to deliver the BU2025 outcomes
- Invest in the strategic investment areas to develop them as future strengths

Leadership and impact



- Significantly improve our research performance
- Build the world-wide impact of our Fusion of education, research and practice
- Enhance our position as a sustainable organisation and manage the environmental impact of our actions

Reputation and networks



- Position BU as the destination of choice for staff and students seeking a distinctive Fusion environment and culture
- Significantly develop our network of partners and be the partner of choice for businesses and organisations in the region

People and culture



Attract, develop and retain the right people and teams to deliver the BU2025 outcomes

- Embed our values and Fusion attributes consistently across BU
- Continue with our strong commitment to ensuring equality and diversity

Performance and resilience



- Embed a culture of high performance
- Manage organisational performance including academic sustainability and consistent high quality
- Maintain financial resilience to enable investment

Strategy Alignment

BU Strategy Alignment with Sustainability and the Common Good

Strategy Alignment with Sustainability and the Common Good

BU's strategy is deeply integrated with the principles of sustainable development and the common good, primarily through the commitment to Education for Sustainable Development (ESD) and its role in society.

- Defining Sustainable Development: BU's definition of sustainable development directly aligns with the UN SDGs, focusing on ending poverty, fighting inequality, and addressing climate change. This foundational alignment ensures that all strategic efforts related to sustainability are globally relevant and comprehensive.

- **Transformative Role in Society:** A key role of ESD is to "Play a transformative role in society by increasing awareness of global issues and developing personal capacity for change." This directly addresses the common good by positioning the university as an agent for positive societal change.
- **Fostering Global Citizenship:** The Business School and BU aim to "Foster the values, beliefs and behaviours that are important to a sustainable future in order to develop active, global citizens." This is a core strategic priority for advancing the common good—producing graduates who are aware of and committed to a better world.
- **Long-Term, Ethical Decision-Making:** By enabling students to "make decisions that consider the long-term future of all communities, protecting the natural environment while ensuring social justice and economic success," the strategy ensures that business education contributes to a balanced, sustainable future.
- **Knowledge Exchange for Business and Society:** The Business School's aim to "contribute to business and society by the creation, dissemination and application of knowledge" highlights a strategic intent to use its academic expertise for the common good, both regionally and internationally.

Alignment with Quality Education

The Business School's focus on the learning environment, curriculum, and research demonstrates a clear strategic commitment to quality education that is relevant and future-focused.

- ◦ **Embedding ESD:** The commitment to "seek to embed it [ESD] within all our programmes and disciplines" is the primary strategy for ensuring quality education is globally and ethically informed. This holistic integration moves beyond a single module to ensure all graduates possess the knowledge, skills, and values for a sustainable future.
- **Inspirational and Challenging Academic Environment:** The strive to be an "inspirational and challenging academic environment" is key to quality, aiming to produce "self-motivated, independent, life-long learners."
- **Curriculum and Professional Relevance:** Quality is ensured by having "Courses being academically-led and geared to the professions," and by focusing on a "curriculum geared to the global economy." This keeps the education relevant and aligned with professional and global demands.
- **Modern Learning Experience:** Strategic efforts to "Enhanc[e] the student learning experience" and "Creat[e] a modern learning environment driven by the latest technologies" show a commitment to pedagogical quality and accessibility.
- **Applied Knowledge and Research:** A "powerful academic research culture" that "informs course development" and benefits the business community ensures that teaching is current, relevant, and based on the latest knowledge—a hallmark of quality at the university level. The use of a case-study approach and integrating strong links with the business community further grounds the education in real-world application.

Key Strategic Priorities in Practice

The strategic priorities of the Business School directly support the overarching goals:

Strategic Priority Alignment with...	
Embed ESD across all programs.	Sustainable Development, Quality Education
Produce self-motivated, life-long learners	Quality Education, Common Good (active citizens)
Develop an applied, global-focused curriculum	Quality Education, Sustainable Development
Maintain a powerful research culture	Quality Education, Common Good (informing society)
Build strong links with the business community	Quality Education (relevance), Common Good (consultancy)

Institutional History

Institutional History and the Path to PRME Adoption

Institutional History and the Path to PRME Adoption

Bournemouth University Business School (BUBS) demonstrates a sustained commitment to integrating societal responsibility and quality education, culminating in the formal adoption and continuous enhancement of the Principles for Responsible Management Education (PRME), supported by extensive professional validation.

Foundational Milestones and Formal Commitment

While the Business School's roots trace back through the institution's history, the pivotal shift toward formalised responsible management education (RME) began in 2009.

- **2009: Joining PRME**
 - The Bournemouth University Business School formally joined PRME, committing to a continuous process of improvement in the application of the Principles for Responsible Management Education.
 - This signing marked the formalisation of our commitment to advancing sustainable development and the common good, positioning BUBS as a proactive institution in educating future managers.
 - Paving the Way (Individuals): The early sign-up for this initiative was championed and continually supported by successive Business School Leadership, including past leaders like Professor Lois Farquharson and present leadership such as Dr. Hanaa Osman.

External Validation and Professional Relevance

BUBS secures the quality and global relevance of its education through a wide range of external accreditations and strategic partnerships, which reinforce its commitment to developing socially responsible managers.

- - **AACSB and EFMD Global Membership:**
 - The school is a full member of The European Foundation for Management Development (EFMD Global), a globally recognised accreditation body dedicated to management development and the development of socially responsible leaders and managers.
 - The award of AACSB Accreditation since 2018 served as a significant external validation of our RME path, explicitly recognising our work to embed the UN Sustainable Development Goals (SDGs) and PRME throughout our programmes.
 - **Supporting the Local and National Economy:**
 - The school holds the Small Business Charter award (one of only 64 schools in the UK) in recognition of its outstanding contribution to supporting small businesses, student entrepreneurship, and the local economy.
 - Further solidifying this commitment, BUBS is a founding organisational member of the Institute for Small Business and Entrepreneurship (ISBE), a key network for entrepreneurship research and practice.
 - **Professional Alignment and Industry Leadership:**
 - BUBS is a member of the Chartered Association of Business Schools, ensuring its standards of teaching and research align with world-class best practices and contribute to policy dialogue with business and government.
 - The school is a Chartered Institute of Personnel and Development (CIPD) approved centre. The CIPD's focus on "championing better work and working lives" and helping build inclusive, responsible, and sustainable organisations directly reinforces the Business School's PRME values.
 - **Faculty-Specific Professional Recognition:**
 - To ensure graduates are ready for the modern workforce, the school holds extensive faculty-specific professional body recognition, which provides pathways for its students. These include:
 - **Accounting/Finance:** Association of Chartered Certified Accountants (ACCA), Chartered Institute of Management Accountants (CIMA), Institute of Chartered Accountants of England and Wales (ICAEW).
 - **Marketing/Management:** Chartered Institute of Marketing (CIM), Institute of Direct and Digital Marketing (IDM), Chartered Management Institute (CMI).
 - **Hospitality/Tourism:** Institute of Hospitality, Tourism Management Institute, United Nations World Tourism Organisation (UNWTO), Club Managers Association of Europe (CMAE).
 - **Other:** Association for Project Management.

Internal Embedding and Curricular Progress

The internal efforts ensure that these external quality standards are delivered with a focus on responsible management, creating graduates committed to sustainability.

- **Embedding ESD and RME:**
 - The school has gone further to introduce and embed the UN Sustainable Development Goals both inside and outside of the formal curriculum.
 - These responsible business practices are reinforced throughout the student's degree journey before being formally assessed in the final stages of their studies. In so doing, BUBS graduates contribute to the global workforce with their commitment to sustainability and responsible management.
- **The Role of FLIE and Academic Networks:**
 - The continuous embedding of the SDGs and PRME is strategically supported by the Centre for Fusion Learning Innovation & Excellence (FLIE) and the Sustainability Academic Network.
 - FLIE ensures that Education for Sustainable Development (ESD) is integrated into pedagogical approaches, while the Sustainability Academic Network promotes a culture of bottom-up innovation.
- **2024-25: Targets and Advanced Curricular Integration:**
 - Quantitative Progress (2024-25 Academic Year): 97% of business modules are aligned to the UN SDGs, and 69% include content around the Climate and Ecological Crisis (C&EC).
 - Strategic Curriculum Targets (by 2025): The school has specific targets to drive action:
 - All courses must align with at least one SDG. To evaluate how each unit aligns with the UNSDGs, we utilise the [UNESCO ESD Learning Objectives](#) Tool.
 - All courses must align to the Climate and Ecological Crisis (C&EC).
 - All programmes must align to Equality, Diversity, and Inclusion (EDI) (SDGs 5 & 10), a target incorporated since June 2024.
- **Staff Development:** The delivery of a **sustainability module** as part of the PGCert programme ensures all new academic staff are trained in ESD principles

Read more examples of [ESD at BU](#) or take a look at the [FLIE blog](#) for more information.


Graduates & Enrollment

2024 Statistics	Number
Graduates	4404
Faculty & Staff at the Institution	1487

2024 Statistics	Number
Student Enrollment at the Institution	12911
Undergraduate Attendance	11221
Masters-Level Postgraduate Attendance	1448
Doctoral Student Attendance	242

Degrees Offered


Bachelor Programs

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


Masters Programs

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

Doctoral Programs

 Doctor of Philosophy (Ph.D.)


Undergraduate Degree Programmes

 BU's BA Business & Management Undergraduate Degree

Masters Degree Programmes

 BU's Business School Master's degree Programmes

Certificates, Professional Development, or Associate Programmes

 BU's Apprenticeship Programmes



Purpose

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

Letter of Commitment

Statement of Renewed Commitment

Bournemouth University Business School has been a signatory to the Principles for Responsible Management Education (PRME) for 16 years, and I am pleased to renew our commitment as the new Head of the Business School. Responsible management, sustainability and inclusion sit at the centre of how we are reshaping our curriculum, our research priorities and our partnerships – they are not an optional extra, but the thread that runs through everything we do.

Our mission remains clear: we are a globally accredited business school that inspires people and organisations to grow in a responsible and empathetic way through a fusion of innovative education, research and practice. Building on our recent AACSB re-accreditation and the recognition of our work on impactful projects such as disaster management capacity-building and sustainable food systems, we will continue to align our programmes with the UN Sustainable Development Goals and PRME principles, so that every student can see how their learning connects to real social, environmental and economic challenges.

My ambition is that our School is known for three things: excellent and inclusive education that leads to strong outcomes for a diverse student body; research and knowledge exchange that changes practice in organisations and communities; and meaningful partnerships, locally and globally, that open up opportunities for our students and staff. Through interdisciplinary clusters, skills-rich curricula and close collaboration with business, public and third-sector partners, we will equip our graduates to lead with humanity, evidence and courage in a complex world.

We are proud to share in this report how we are progressing on our PRME journey and how we will keep pushing ourselves to make a tangible difference.



Dr Hanaa Osman

A handwritten signature in black ink that reads "Hanaa Osman".

Head of Bournemouth University Business School

Definition of Purpose

At BU, we continue to explore new ways to inspire our staff and students to understand sustainable development and its essential role in creating a just and fair society.

Institutional Engagement

76% - 100%

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



Values

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



Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office
- ❖ Student contributor
- ❖ Centre for Fusion Learning Innovation & Excellence (FLIE)
- ❖ The Sustainability Academic Network.

Student Voices

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

Student Voice: Dean Hunter-Warburton BA (hons) Business and Management (Entrepreneurship)



Student Name: Dean Hunter-Warburton

BA (hons) Business and Management (Entrepreneurship)

As a current final year student at the BU Business School, engaging with ethics, sustainability, and corporate social responsibility has become a defining part of my academic journey. These themes are not presented as abstract ideas, but as practical frameworks that shape the way organisations operate and the impact they have on society. Studying them has encouraged me to think more critically about the role I will play in the business world, and to recognise the responsibility that comes with any professional decision.

Through classroom discussions, case studies, and group projects, I have learned to question assumptions and consider perspectives that go beyond short-term profit or convenience. This has broadened my understanding of what good leadership looks like and has helped me develop a more values-driven approach to problem-solving. Most importantly, it has pushed me to reflect on my own personal growth—how I make decisions, what I stand for, and the kind of positive contribution I hope to make in my future career.

Here are some examples during my time at BU & external experiences, such as my 9-week internship at JPMorgan Chase, where I attended a beach cleaning event/corporate social responsibility day.

1. **BU Entrepreneurship and Business Ventures 25/26 Unit:** Presented my pitch idea to panellists as part of my assignment for this module, which included offering my sustainable discount furniture and second-hand goods store for the community of Bournemouth and Poole and beyond. This helps engage and promote the recycling of second-hand goods at honest prices, which further feeds into the circular economy that the world is striving towards.



Dean Hunter-Warburton • You

BU University Business Student - J.P.MorganChase CADP 2026 Graduate Inco...

4d • 🌐

...

Thoroughly enjoyed pitching as part of our Entrepreneurship module to a panel of local business owners who provided their insights and professional guidance to all of us as students 🍌



Sukanya Ayatakshi-Endow, SFHEA, FCMI • 1st

Principal Academic in Entrepreneurship at Bournemouth University

5d • 🌐

I feel like it was only yesterday when I was writing a post celebrating the power of [#impact](#) student entrepreneurship at [Bournemouth University Business School](#), and here we are again, a whole year later!

Today was Day 1 of two days of [#elevatorpitches](#) presented by our final year students on the [#entrepreneurship](#) pathway. Underpinned by a commitment to [#UNSDGs](#) and keeping in mind the importance of business viability, our students impressed the panel of judges with ideas that offered solutions to problems, problems big and small creatively looked at through the lenses of 'how do we make our quality of life better, how do we create a scalable business idea whilst remembering that [#sustainability](#) lends credibility and competitive edge'.

As a module-level assessment, we could have just engaged in this exercise in class with me, their tutor. But that would be doing a massive disservice to the potential of our student entrepreneurs. Why do the mundane when each experience can be extraordinary? With that ethos, each year, we organise the [#studentelevatorpitches](#), two days of interactive presentations to a live panel of judges who offer their invaluable mentoring support and open up their networks to the budding entrepreneurs.

We are very privileged to have an incredibly supportive [#entrepreneurialecosystem](#) around us, without which none of what we want to achieve would be possible. The insightful student champion [Lois Betts MISEP CEnv](#) who continues to lead on sustainability focused [#impactentrepreneurship](#) through her work; The ever-so-famous but most down-to-earth and electrifying in his ability to join the dots and spot the next big idea, whose inputs and connections are a game changer for our students, [Dan Ware](#); an epitome of calm (the total antithesis of what we expect an entrepreneur to be but in reality, the truly successful ones are exactly this) future-oriented thinking [Amin Pasandideh](#); A shining example of entrepreneurial spirit and risk-taker whose current venture [By Teddy](#) is taking the world of lifestyle business in this market segment by storm [David Brown](#); Champion of [#ethnicminoritiesinbusiness](#) [Nanzy Sebata](#) and the ever so kind @Kevin Whitehouse of [#venturecoaching](#) who has decades of experience in mentoring and supporting entrepreneurs.

Today's presentations gave our panel an insight into how sustainability-minded our students are and how this generation is thinking of legacy, not just money. We are still in the [#zeitgeist](#) where money is the basis of many of our decision-making, but to think more than just that, what more can we create when money can be a means, not just an end?

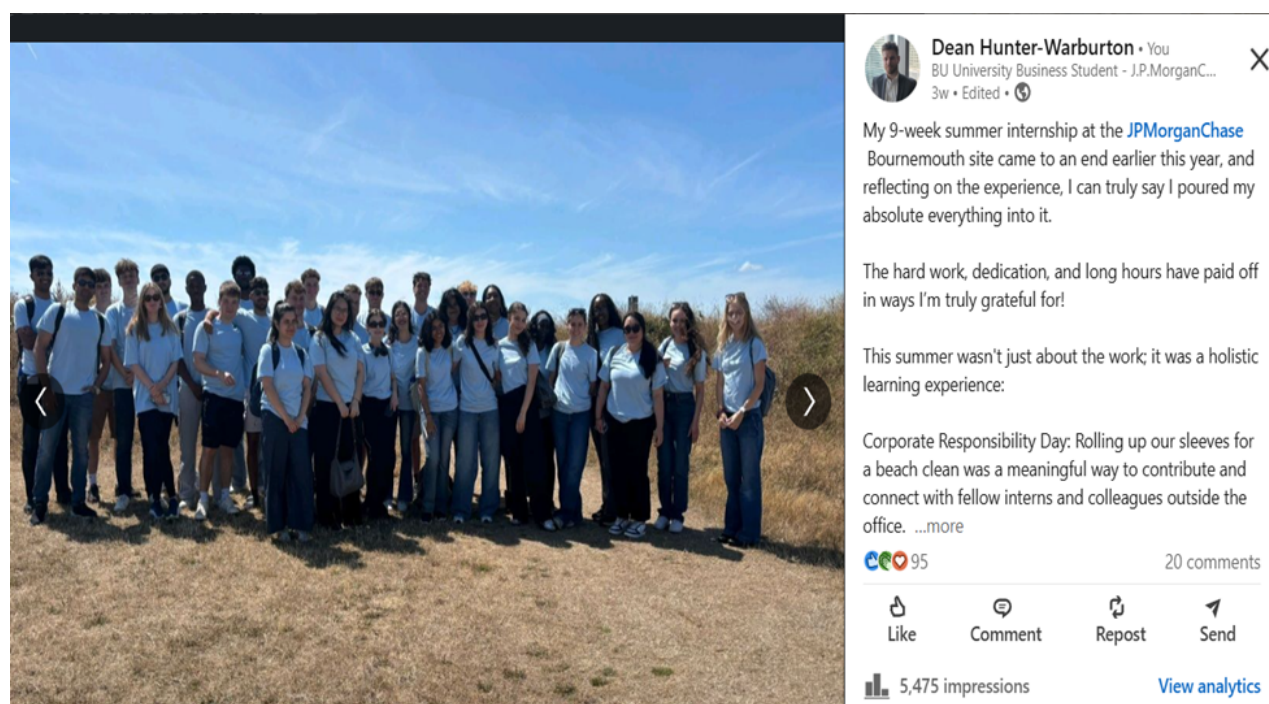
I am sharing a few pics from today and also attaching the Eventbrite link below for our next week, 10 December's [#elevatorpitches](#) with another panel of judges at Talbot Campus!

<https://lnkd.in/erGKCZQF>

[Malcolm Kirkup](#) [Hanaa Osman](#) [Rachel Clarke](#) [Ian Jones](#) [Matt Desmier](#) [Mark Painter](#) [Lee Miles](#)



1. **JPMorganChase Corporate Social Responsibility Day:** During my internship with JPMorganChase, I took part in a beach clean that highlighted the importance of environmental responsibility in practice. Working alongside colleagues to remove litter from the coastline made me more aware of the impact businesses and individuals have on local ecosystems. It reinforced my commitment to sustainability and the value of contributing to meaningful community initiatives.



Values Voices

Cultivating Global Citizenship: The MBA International Experience

The MBA International Trip exemplifies our commitment to developing globally aware and responsible leaders by fostering cultural understanding and experiential learning outside the traditional classroom.

Last year, the program facilitated a deep immersive experience for four MBA students who visited key partner institutions in China: SIAS University and Zhengzhou University. This trip was designed to go beyond conventional academic exchange, integrating professional development with a profound appreciation for global diversity.

Key Community and Values Outcomes:

Global Responsibility & Research: In addition to developing valuable research and academic skills through institutional engagement, students were exposed to the operational and management context within an international environment, which is crucial for responsible global decision-making.

Cultural Immersion: Students were immersed in China's rich cultural traditions through interactive activities with local staff and students. This direct engagement built valuable peer-to-peer relationships and fostered mutual respect.

Appreciation of Heritage and Identity: The itinerary included the exploration of significant cultural and historical landmarks, such as the Shaolin Temple and other heritage sites. This provided students with a deeper understanding and appreciation for China's history and cultural identity.







Celebrating Values

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

Bournemouth University Business School International Day

The BUBS International Day, led and organised by Dr. Danni Liang, brought together students and staff from more than 15 countries to celebrate the rich cultural diversity within our community. Featuring cultural performances, global cuisine, traditional dances, music, and student-led activities, the event created a vibrant platform for sharing heritage, promoting cross-cultural understanding, and strengthening a sense of belonging across the School.

This celebration strongly reflects BU's core values of Inclusivity, Creativity, Excellence, and Responsibility. By showcasing the voices and traditions of our international students, the event reinforced an environment where everyone feels welcomed, respected, and represented. It also demonstrated BU's commitment to cultivating a global learning community and encouraging intercultural dialogue, contributing to the cultural richness of the wider university experience.

Notably, the event was also featured in the Bournemouth Daily Echo, highlighting its positive impact and the strong engagement of our students and staff. This public recognition further showcases BU's dedication to diversity, community cohesion, and celebrating cultural heritage.



<https://www.bournemouthecho.co.uk/news/25164494.bournemouth-university-holds-international-day-event/>



Bournemouth
University holds
'International
Day' event

BOURNEMOUTH University
Business School celebrated
diversity with an International
Day event. The Friday, May 9

www.bournemouthecho.co.uk

event at Talbot Campus saw
participation from 15 countries,
including India, China ...

Celebrating Values at BU: Black History Month Summit 2025

The Black History Month Summit 2025, themed *Resilience, Representation and Reform*, served as a powerful celebration of Bournemouth University's values through cultural heritage, ethics, community engagement, and the amplification of underrepresented voices. Led through the Race Equality Network, the event brought together students, staff, and external partners to explore the lived experiences, histories, and contributions of Black communities within and beyond BU.

The summit embodied BU's commitment to ethical practice by creating a respectful, inclusive, and psychologically safe environment for storytelling, cultural expression, and open dialogue. Through student-led reflections, panel discussions, and expert contributions, the event highlighted the importance of equity, shared humanity, and accountability in shaping institutional culture.

The programme foregrounded cultural heritage through visual displays, spoken narratives, and community engagement activities that honoured Black identity and intergenerational experiences. It also recognised traditional knowledge systems by valuing lived experience as a legitimate and meaningful form of expertise, enabling staff and students to connect personal history with broader academic and societal themes.

In celebrating resilience and representation, the event strengthened belonging and reinforced the university's commitment to fostering an inclusive learning environment aligned with PRME principles. The summit also encouraged cross-faculty collaboration, intercultural understanding, and collective responsibility for advancing race equity at BU.

Photographs and materials from the event illustrate how BU actively celebrates and embeds its values through dialogue, partnership, and culturally grounded educational practice.



Teach

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

How We Define Teach

At the Bournemouth University Business School, we believe that to become a good businessperson, you need to be a good person first. Responsibility, ethics and sustainability are embedded into all of our courses. In an increasingly connected world if you want to make a difference, you need to make the right connections first.

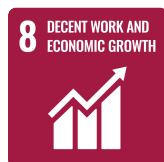
Courses that support RME

Bournemouth University Business School reports 7 courses in 2024 that support responsible management education and sustainable development goals.

Managing People in Tourism and Hospitality | TOUR5029

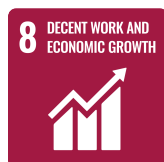
This unit aims to develop awareness and understanding of the complexities associated with managing people in tourism and hospitality contexts. Students will be introduced to the principles and practices of contemporary Human Resource Management. Students will gain relevant practical skills and experience in their personal development as they prepare for an industrial placement.

Students are encouraged to be active learners and to work collaboratively to solve HRM issues within the tourism and hospitality context using a PBL approach. Students gain valuable employability skills and experience, fostering continuous professional development.



FUNDAMENTALS OF HRM | MGMT5068

The unit develops key themes of Human Resource Management. It aims to provide students with frameworks for analysing and making sense of Human Resource Management through case studies and their own personal experience in the workplace. It also introduces students to the Human Resource Management function and its practice.



Leadership Essentials | 578835_BAL_BBS_L7_2526

Organisational life is increasingly complex, and the business world is characterised as volatile, uncertain, complex, and ambiguous. Within this context, effective leadership is increasingly important. This unit aims to provide students with a critical understanding of leadership theory and how it relates to practice in various global business contexts. Self-awareness is essential to leadership effectiveness. Therefore, students will engage in a range of pedagogic approaches to developing greater self-awareness, such as reflexivity and working with teams, combined with a theoretical understanding that includes emotional intelligence, resilience, and well-being. The unit aims to provide a critical understanding of leadership theory and practice through developing students' personal leadership skills. Intended Learning Outcomes Critically evaluate contemporary leadership theories and emerging leadership trends. Demonstrate key transferable leadership skills which inform professional practice. Communicate business solutions and recommendations effectively Examine how leadership theory impacts practice in a range of contexts and situations.

This unit is designed to have a significant, transformative impact on students, preparing them not just to manage, but to lead effectively and responsibly within today's volatile, uncertain, complex, and ambiguous (VUCA) global business environment. Critical and Ethical Leadership Development The unit's focus on critical theory and applied practice challenges students to evolve beyond simple management techniques toward responsible and ethical leadership. Critical Evaluation of Leadership: Students are challenged to critically evaluate contemporary leadership theories and, importantly, the role of leadership in tackling or furthering sustainability and the common good. They move beyond description to analysis, determining how various leadership styles contribute to or detract from global goals. Best Practice Insight: Through the review of diverse real-world case studies and emerging trends, students draw on best practices to inform their professional judgement. This case-study approach ensures theory is immediately connected to complex, real-world issues, including those related to ethical and sustainable business practices. Future-Ready Competence: The unit's assessment is specifically designed to evaluate students' communication and critical thinking ability, ensuring they are prepared to handle complex, ambiguous leadership issues in their future careers. Cultivating Global and Collaborative Perspectives As the unit attracts international students, it intrinsically fosters an environment of cross-cultural dialogue and collaborative learning, directly supporting the development of global citizenship. Cross-Cultural Comparison: The diverse cohort is leveraged to help students compare leadership practices within their own cultures versus those presented in the curriculum and by peers. This process aids them in learning ways of enhancing their existing practice rather than feeling compelled to unnecessarily change it, validating their cultural capital while promoting adaptability. Collaborative Learning: Weekly workshops utilize real-world and case study-based scenarios to facilitate collaborative learning. This design encourages students to share and draw on their existing experiences and cultural influences to learn multiple perspectives on leadership challenges, enriching the collective understanding of effective global practice. Communication Skills: The Intended Learning Outcome (ILO) to "Communicate business solutions and recommendations effectively" ensures students can articulate complex issues and culturally sensitive solutions to diverse stakeholders. Enhanced Self-Awareness and Personal Resilience A core impact of

the unit is the development of personal capacities essential for sustained, effective, and responsible leadership. Self-Awareness for Effectiveness: Recognizing that self-awareness is essential to leadership effectiveness, students engage in pedagogic approaches such as reflexivity and working in teams. This allows them to understand their own biases, strengths, and impact on others. Personal Leadership Skills: The unit explicitly aims to provide a critical understanding of leadership theory and practice through developing students' personal leadership skills. This is supported by theoretical understanding that includes emotional intelligence, resilience, and well-being, equipping them to manage their own performance and support their teams in complex contexts. Professional Readiness: By demonstrating key transferable leadership skills which inform professional practice (as per the ILO), students exit the unit ready to apply their theoretical knowledge and self-awareness immediately within their chosen career paths.



Supply Chain Management | 578793_BAL_BBS

Course Description – Supply Chain Management (Level 5) This module is designed for Level 5 students and aims to equip them with the foundational knowledge of Supply Chain Management (SCM) required for progression to the Level 6 capstone module. It serves as an introductory yet comprehensive overview of supply chain principles, with particular emphasis on supply, procurement, and sustainability. The module begins by introducing the concept of the supply chain and the importance of achieving strategic fit. It then progresses through key topics including the procurement process, sourcing decisions, technology in supply chains, and the sustainability and practical execution of supply processes. Seminar sessions are highly practical and application-focused, using real-world case studies from contemporary organisations. Students are guided on how to apply relevant theories and frameworks to analyse issues and propose informed solutions. Assessment is entirely case study-based, requiring students to integrate knowledge and insights from all topics covered throughout the semester. This approach ensures students develop both theoretical understanding and practical problem-solving skills essential for advanced study and professional practice in supply chain management.

I am making a meaningful and lasting impact on my students by transforming Supply Chain Management from a theoretical subject into a highly engaging, practical, and career-relevant learning experience. Students have become genuinely enthusiastic about the module, consistently highlighting

its real-world relevance and applied nature. By explicitly linking theory to why firms operate the way they do in today's global supply chains, students gain a deeper, more intuitive understanding of complex concepts rather than learning them in isolation. A key part of this impact comes from my inclusive teaching approach. In both lectures and seminars, I actively create a learning environment where every student has the opportunity to contribute, question ideas, and engage in discussion. This inclusive practice has significantly boosted student confidence, participation, and peer learning, allowing students from diverse backgrounds to grasp supply chain theories more quickly and effectively. The practice-led seminar design, centred on contemporary case studies, equips students with critical thinking, analytical, and problem-solving skills that extend well beyond the classroom. Students learn how to apply theoretical frameworks to real organisational challenges, preparing them for professional decision-making in supply chain roles. The impact of this approach is clearly visible in student outcomes. Many students have successfully secured placement and graduate roles in global, well-known organisations within supply chain and operations functions. Students frequently report that the module directly enhanced their employability, interview performance, and confidence in applying supply chain knowledge in professional settings. The module's success is further reflected in consistently high student satisfaction and positive feedback, culminating in recognition through a Vice-Chancellor's Award. Beyond academic achievement, students leave the module with a clearer sense of career direction, practical skills aligned with industry needs, and a stronger belief in their own capabilities. Ultimately, my teaching not only enhances academic understanding but also positively shapes students' professional trajectories and lifelong engagement with learning. In terms of sustainability, students are taught the concept of the sustainability of the supply chain, and then how firms can incorporate sustainability into their supply chains. Then, finally, students are taught how life cycle assessment is applied in measuring the environmental impacts of products and services in firms.



Digital Marketing (final year undergraduate course) | 579218

This unit equips students with the critical, technical and ethical capabilities needed to operate as responsible digital marketers. Learning combines strategy frameworks (SOSTAC, RACE), data intelligence, AI-supported content creation and campaign planning. Students design marketing solutions that balance organisational growth with consumer wellbeing, privacy protection and

regulatory compliance. Through a live industry brief with Barclays, students develop a group campaign portfolio where they must demonstrate ethical targeting, data stewardship, ROI justification, and measurable consumer value. The second assessment deepens critical thinking by requiring each student to produce a research-driven infographic analysing contemporary issues such as Web3, AI-generated synthetic media, influencer harm and Gen Alpha futures. Impact is achieved through transformation of mindset: students learn to use AI creatively but responsibly, recognise risk and harm in digital marketing systems, and design campaigns that are transparent, inclusive and socially conscious. The course fosters ethical leadership, digital fluency and policy-aware marketing thinking.

The Digital Marketing unit is designed not only to teach students how to execute campaigns, but to shape the kind of digital marketers they become. The course develops responsible decision-making, critical awareness and industry-ready creative competence by embedding ethical frameworks and reflective practice into every learning stage. Students learn to balance innovation with accountability: to question data extraction, targeting power, influencer persuasion and AI-driven automation. The result is a new kind of practitioner: one who can generate high-performance digital strategies, but also recognise harm, bias, exclusion and exploitation within digital systems. They are trained to ask *should we do this?* rather than simply *can we do this?* Assessment 1 immerses students in a live Barclays digital consultancy brief, requiring real-world problem solving, budget management, persona development, segmentation logic, ROI forecasting and adherence to regulatory compliance (GDPR, Data Protection Act, EU AI governance). Students learn to design scalable campaigns while maintaining respect for user autonomy and privacy. They must justify their decisions with evidence and demonstrate fairness in targeting, meaning responsible practice becomes a core performance metric, not an optional add-on. Assessment 2 builds critical independence and empowers students to interrogate emerging issues such as synthetic influencer culture, Web3 economies, fandom mobilisation, and the dark side of digital persuasion. Students learn to identify risk, misinformation, manipulation, addictive design patterns and potential youth harm and to propose improvements, safeguards and policy-conscious solutions. The Digital Marketing unit develops far more than technical capability: it shapes the mindset, ethical awareness and professional identity of emerging marketers. Students leave with both employable skillsets and a conscious understanding of their responsibility within digital ecosystems. From an economic and employability perspective, the course equips students with the ability to plan and execute full digital campaigns, set and measure KPIs, forecast return on investment, and communicate recommendations clearly and persuasively in client-facing formats. They gain experience working on real briefs and using industry tools, preparing them to contribute meaningfully and confidently to digital teams upon graduation. The unit also makes strong ethical and social impact, as students engage with topics such as the dark side of influencer culture, privacy vulnerabilities, micro-targeting and manipulative design. Through this, they learn to prioritise fairness, transparency and data protection, recognising where marketing actions may cause unintended harm. Students begin to see themselves not only as strategists, but as guardians of consumer trust. In terms of critical thinking development, students are encouraged to challenge assumptions and digital norms. They learn to interrogate marketing trends, evaluate evidence

critically, and question the sustainability and fairness of campaign approaches. This nurtures independence of thought – a key marker of responsible professional practice. A significant component of the unit is AI and future skills development. Students embed generative AI into their marketing workflow, gaining fluency in emerging tools while critically reflecting on accuracy, bias and safety. They learn that AI can accelerate creativity and productivity, but must be guided by human judgement, ethical awareness and contextual understanding. Finally, the course strengthens confidence and professional identity. Students do not simply learn digital marketing; they learn who they are as marketers. They leave with a clear sense of their role as responsible digital actors, equipped to contribute to the future of the industry in ways that are commercially valuable, socially aware and human-centred. The course ultimately produces graduates who are not only employable but ethically capable, technologically fluent and prepared to influence future digital marketing toward more equitable, transparent and sustainable practice.

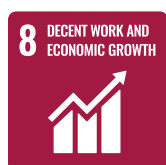


Tourism Issues and Futures | TOUR6015

This unit aims to explore and develop an understanding of the broader context within which tourism takes place. It examines a range of critical and contemporary issues that students may not have encountered previously in the curriculum with the aim of broadening students' horizons and understanding of tourism. It also considers the ways that tourism is changing (and the influences of broader economic, political, social, technological and cultural issues) and what forms tourism may take in the future. Students will be challenged to think critically about issues that they may previously have taken for granted. They will also be encouraged to critically reflect on their own experiences and practices as tourists.

This unit challenges students to think critically about tourism in the final semester of their undergraduate studies. In particular, it encourages them to challenge taken-for-granted assumptions, stereotypes and myths about tourism that they may have accepted previously. It emphasises the ethical dimensions of holiday-taking and challenges students to recognise that their holiday choices may have profound ethical implications – for the places they visit and for the environment. It challenges students to be and do good in their holiday-taking. In particular, it challenges them to recognise the implications of frequent flying. Teaching sessions are strongly structured around debate and discussion. Students are assured that there are multiple perspectives on every issue and that, in

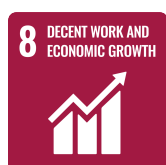
many cases, there is no 'right' or 'correct' answer. Students are encouraged to feel that the lecture room is an environment where they can express their opinions without fear of censure. Assessments are explicitly designed to enable students to express their own opinions and arguments. Evidence from 10 years of unit evaluations indicate that many students find this unit challenging, stimulating, and provocative. Some indicate that it has made them think about themselves as tourists in a new way. Others say that it has broadened their horizons on tourism. However a minority of students struggle with the unit, asking for less emphasis on discussion and more focus on telling them the 'correct' answer.



Organisational Leadership | FMGT6013

The unit explores key leadership theories, styles, and followership concepts across a range of organisational contexts. Students examine the differences between leadership and management, as well as contemporary issues such as ethics, diversity, sustainability, power, and global leadership. The course integrates traditional and modern leadership models and applies them to real organisational challenges in public, private, and non-profit sectors. Seminars and case-based learning help students critically connect theory to practice and develop reflective leadership capabilities.

My impact comes from helping students develop confidence, critical thinking, and real-world understanding. I encourage them to question assumptions, connect theory to practice, and reflect on their own leadership journeys. As a result, students often express that the unit has changed how they see themselves as leaders and improved their readiness for professional environments.



Teaching Awards

In 2024, 3 awards were given to faculty and educators at Bournemouth University Business School.

Teaching Excellence Framework (TEF)

Granter: Office for Students (OfS) UK

Grantee: Sliver

Award Description:

In the Teaching Excellence Framework (TEF), which measures all undergraduate courses and is awarded at university level, BU has achieved a Silver rating. The rating recognises both student experience and student outcomes and is valid for four years from its awarding in 2023.

AACSB

Granter: Association to Advance Collegiate Schools of Business,

Grantee: Accredited

Award Description:

BU's Business School is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and is one of just 6% of Business Schools accredited worldwide.

Times Higher Education (THE) Impact Rankings 2025

Granter: Times Higher Education Ranking

Grantee: BU has ranked joint 59th place out of 2,318 universities measured internationally. We are also 8th in the UK.

Award Description:

Each university receives a score against the UN SDGs to create an overall score, with BU scoring highly in:

1. SDG12 Responsible Consumption and Production – BU ranked 15th internationally out of 973 participating institutions (11th in the UK), recognising high standards of operational waste management leading to a high proportion of waste recycled, our academic research and our sustainability reporting
2. SDG8 Decent Work and Economic Growth – BU ranked 18th internationally out of 1,350 participating institutions (2nd in the UK), due to our high percentage of students undertaking work placements, our high percentage of staff on secure contracts, and our research related to SDG 8
3. SDG15 Life on Land – BU ranked joint 59th out of 854 institutions (13th in the UK), with SDG 15 related research, action to support local land-based ecosystems and policies to support campus biodiversity all highlighted
4. SDG17 Partnership for the Goals – BU ranked 101-200th out of 2,389 institutions recognising our research which support the UNSDGs, our collaboration with NGOs and our work to embed the SDGs into educational curriculums.

Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Student-nominated teaching awards
- ❖ Professional development opportunities
- ❖ Course evaluation scores

Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, Bournemouth University Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Time constraints
- ❖ Overloaded faculty
- ❖ Change fatigue

Barriers to Innovative Pedagogy

In 2024, Bournemouth University Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

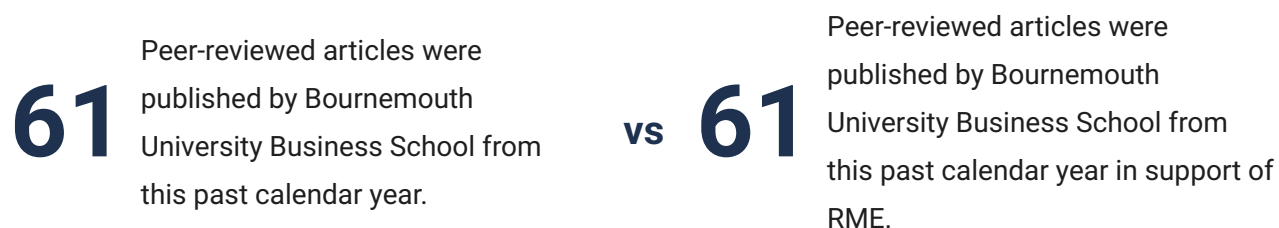
- ❖ Time constraints
- ❖ Technology gaps
- ❖ Student engagement concerns



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



Research Funding

In 2024, Bournemouth University Business School was awarded funding for research that is:



National



International



Local



Regional

Socializing Research

In 2024, Bournemouth University Business School contributed research findings to:

- ❖ Local media
- ❖ Industry and business networks
- ❖ Government and policy makers
- ❖ Community organizations
- ❖ Research collaborations
- ❖ National media



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)
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ None



Practice

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

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Greenhouse gas emissions
- ❖ Accreditation body recommendation documents
- ❖ Campus operations guides
- ❖ Ethical leadership or good governance policies
- ❖ Ethical data sourcing guides
- ❖ Local staff/student/faculty transportation
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Travel guides
- ❖ Zero-waste guides
- ❖ Water
- ❖ Professional training opportunities

Policy Documents Related to RME and/or Sustainability

Biodiversity Policy 2025

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

BU_Ethical_Careers_Policy_2025

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

BU-Energy-and-Water-Policy-2025

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

BU-Sustainability-Policy-2025

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

BU-Sustainable-Construction-Policy-2025

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

Sustainable_IT_Policy_2025

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

Sustainable_Procurement_Policy_2025

View document  Download document 

Practice Awards

In 2024, Bournemouth University Business School received 3 awards for responsible and/or sustainable practices.

Energy management Award

Granter: Energy Managers Association

Grantee: Energy Management Awards 2023

Award Description:

Public Sector Energy Management Team 2023

Fair Trade University Award

Granter: Students Organising for Sustainability United Kingdom

Grantee: Fairtrade University Award

Sustainable Restaurant Award

Granter: Sustainable Restaurant Association

Grantee: Sustainable Restaurant Award



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

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

- ❖ Annual reports
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions

Communication Audiences

Bournemouth University Business School communicates its policies and progress on sustainable development and responsibility with:

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

Communication Barriers

Bournemouth University Business School faces the following barriers in transparent communications:



**Audience
reach**

SIGNATORY

Bournemouth University Business School



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Website

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