

PRiME

*an initiative of the
United Nations Global Compact*



Sharing Information on Progress 2026

Middlesex University Business
School

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

1. Mission

1.1 mission: knowledge into action

Provide supporting context

We transform outcomes and futures for individual students, and for the communities in which we are embedded.

knowledge into action: Our purpose is to educate, to create and share knowledge, for a fairer, more sustainable, productive and prosperous society.

2. Vision

2.1 Middlesex University Vision Statement

Provide supporting context

Our vision is to transform outcomes and futures for individual students, and for the communities and regions in which we are embedded. We will achieve this through the provision of excellent, supportive, multi-disciplinary higher education with a global outlook, working with our partners, preparing our students for career success, lifelong learning, and leadership.

2.2 Vision

Provide supporting context

A fairer, more sustainable, productive and prosperous society, achieved through education and creating and sharing knowledge.

How we achieve this: Through excellent, supportive, multi-disciplinary higher education with a research-informed global outlook. Working with our partners for mutual benefit, we prepare our students for career success, lifelong learning, and leadership.

3. Strategy

3.1 Middlesex University Strategy Report 2031

Upload or select a document

Strategy-2031-refresh-full-2025 (1)

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4. Strategy Alignment

4.1 Our strategic priorities in action

Provide supporting context

Our Middlesex approach is for everyone in our global community: faculty, professional staff, students, alumni and partners. It describes our culture and the four principles that guide how we work, learn and behave as a community to deliver our purpose. Our strategic priorities: 1) Our students at the heart of our actions, 2) Creative, collaborative, responsible and agile, 3) Embedding equality, diversity and inclusion in everything we do, 4) Working in partnership.

4.2 Aligning institution's strategic priorities with advancing sustainable development

Provide supporting context

Please refer to the University's strategy refresh document attached in an earlier section.

Locally, nationally, and around the world, we support people to make their communities more sustainable and fairer and to protect the environment. Our expertise influences economic, social and environmental policy and practice, enabling us to create change within communities.

Links to SDGs:



The UN Sustainable Development Goals (SDGs) are the global blueprint to achieve a better and more sustainable future for all. They address the challenges the world faces, including poverty, inequality, climate change, environmental degradation, peace and justice. Our three integrating themes have clear links to these goals, and each theme touches a selection of the SDGs. The three themes are Equity in health and wellbeing, Inclusive enterprise and creativity, and Sustainable development.

Middlesex is part of the SDG Accord which aims to inspire, celebrate and advance the critical role that higher education has in delivering the SDGs and the value it brings to governments, business and wider society. The Accord also carries a commitment to do more to deliver the SDGs, to report annually on progress and to share learning with other educational institutions.

5. Graduates

5443

6. Degrees Offered

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

- Doctor of Business Administration (D.B.A.)
- Master of Engineering (M.Eng.)
- Master of Education (M.Ed.)

7. Faculty & Staff at the University

1208

8. Faculty & Staff at the Institution

1208

9. Student Enrollment at the University

14675

10. Total Student Enrollment at the Institution

14675

11. Undergraduate Student Enrollment at the Institution

10023

12. Graduate Student Enrollment at the Institution

3907

13. Doctoral Student Enrollment at the Institution

745

14. Institutional History

14.1 PRME, RME, and Middlesex

Provide supporting context

The institution's journey towards Responsible Management Education (RME) has evolved progressively through the increasing integration of sustainability, responsible management and global development priorities across its research and teaching. As evidenced in the Research section of this report, our research has increasingly engaged with pressing global challenges reflected in the UN Sustainable Development Goals (SDGs), Environmental, Social and Governance (ESG) priorities, and relevant ISO standards and frameworks. This body of work has helped shape an increasingly sustainability-oriented academic environment, translating research insights and emerging global priorities into curriculum development, programme enhancement and student learning.

This trajectory is reflected in the introduction of new programmes and the systematic enhancement of existing modules to incorporate the UN Global Goals and SDGs, alongside themes such as responsible leadership, sustainable business, climate action and circular economy. The MBA provides a particularly strong example, with students participating in quarterly workshops on circular economy and Responsible Management Education, connecting responsible management principles with contemporary organisational and business challenges. Beyond formal teaching, the institution also builds sustainability capability among its community through Climate Literacy Training (CLT) certification for students and staff, strengthening the knowledge and practical capacity required to respond to climate-related challenges.

RME has consequently developed beyond the curriculum into institutional and community engagement. As the anchor institutions of north London, our collaboration with Barnet Council includes participation in climate action workshops, enables academic knowledge and student/staff capability to contribute to local sustainability priorities. These developments demonstrate a progressive institutional pathway in which research, curriculum, professional development and external engagement increasingly reinforce one another around shared sustainability and responsible management priorities. Being a PRME member help anchor with a global framework through which the institution can consolidate these developments, strengthen their strategic integration, and further advance its contribution to responsible management and the SDGs. Our PRME lead regularly engages and impact the regional chapter of UK & Ireland as well as collaborates on multiple initiatives with wider PRME chapter overseas.



Purpose

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

15. Letter of Commitment

15.1 Statement from the Dean

Upload or select a document

Dean_Statement_PRME_2026

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16. Define Purpose

Our purpose is to educate, to create and share knowledge, for a fairer, more sustainable, productive, and prosperous society.

17. Institutional Engagement

26% - 50%

18. Continue telling your story

18.1 Strategy Report 2031

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Values

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



19. RME Lead

- Centralized sustainability office
- Individual leader
- Research or issue group, society, or club leading sustainability efforts
- Interdisciplinary efforts across business school

20. Celebrating Values

20.1 Middlesex University top in England for recruiting disadvantaged students

Provide supporting context

New Social Mobility Commission report ranks Middlesex number one for access to university, welcoming more students from underrepresented communities.

Middlesex University has been named top university in England for recruiting students from lower socio-economic backgrounds, according to new findings from the [Social Mobility Commission](#).

The rankings show Middlesex leading the way by opening up access to university study, with other London universities also in the top ten. This compares with nearly one-third of English universities where students from lower socio-economic backgrounds are underrepresented, even when they meet the institutions' entry requirements.

The report compares the socio-economic backgrounds of each university's student intake with those of students who met the universities' entry requirements. The analysis suggests that while the majority of universities (71%) have a student intake that is more disadvantaged than the population achieving their entry requirements, nearly a third (29%) enrol more advantaged students. These are predominantly Russell Group universities.

Commenting on the findings and Middlesex's position in the rankings, Middlesex University Vice-Chancellor, Professor Shân Wareing, said:

"We are delighted that the Social Mobility Commission has recognised Middlesex University as the leading university in England for recruiting students from disadvantaged backgrounds.

Creating opportunity through education is at the heart of everything we do.

"This recognition reflects years of working alongside schools, colleges and communities across North London to ensure that talent and ambition, not background or circumstance, determine who can benefit from higher education."

The Commission is calling on universities to use the tool to review how their current academic requirements, recruitment and outreach policies may be directly or indirectly discouraging students from less advantaged backgrounds from applying or enrolling.

The approach aims to demonstrate that widening access does not require lowering academic standards, while helping universities identify potential barriers to enrolment.

When recruiting students, Middlesex looks beyond exam results to consider applicants' work and lived experience, and the barriers they may have faced in their learning. [Initiatives such as Barnet Lifelong Learning](#) extend this commitment, widening educational opportunities for local young people.

Professor Wareing also highlighted how the results reflect Middlesex's sustained commitment to social mobility as part of its core mission to ensure that education is accessible to all who can benefit from it, regardless of their circumstances or family background. Professor Wareing said:

"Our responsibility to widening access does not end when students arrive on campus or even when they graduate. We are committed to helping every student thrive and build a successful career.

"As one of London's leading providers of nurses, midwives, teachers and social workers, we are not only transforming individual lives but strengthening the communities our students go on to serve. We prepare our students to lead and shape their professions and society. This is what social mobility looks like in practice."

Alun Francis, Chair of the Social Mobility Commission, said:

"This research focuses on a simple question: from the pool of students who meet their entry requirements, do universities recruit equally across all socio-economic backgrounds? The evidence suggests that many do, but not all.

"Where disparities exist, there may be good explanations, but we would encourage all universities to examine every stage of the student journey, from outreach and applications through to admissions and affordability, and any other relevant factors, to ensure talented students are not missing out because of their background."

[**Middlesex University top in England for recruiting disadvantaged students | Middlesex University**](#)

20.2 Equality, Diversity and Inclusion

Provide supporting context

We are inclusive and collaborative, with equality, diversity and inclusion informing all we do. From our inclusive curriculum, to University-wide projects to prevent discrimination, and our commitment to wellbeing, we are agile and open to change to create a more inclusive environment for all.

A key part of our Strategy to 2031, equality, diversity and inclusion informs our research, teaching and engagement and is an important part of all three of our Themes. It's also a big part of how we approach health and wellbeing

[Equality, diversity and inclusion policies | Middlesex University](#)

20.3 Gender Equality and Athena Swan Bronze Award

Provide supporting context

We have joined the Athena Swan Charter and received this highly-esteemed award that recognises good practice in higher education for eliminating gender bias and developing an inclusive culture.

[Equality, diversity and inclusion policies | Middlesex University](#)

20.4 LGBTQIA+ Community

Provide supporting context

We value all our staff and students equally, regardless of their sexual orientation, gender identity and expression, and trans status. We have received a Gold Award in the Stonewall Workplace Equality Index 2023.

[Equality, diversity and inclusion policies | Middlesex University](#)

20.5 Disability Confident

Provide supporting context

We encourage our students and staff to disclose any disabilities or long-term health conditions, to ensure they receive the support they need to fulfil their potential and thrive in their studies and in the workplace. We're a member of Business Disability Forum and an accredited Disability Confident Leader (Level 3) organisation.

[Equality, diversity and inclusion policies | Middlesex University](#)



Teach

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



21. Courses

21.1 Entrepreneurship and Sustainability

Course code

MGT4701

Department

- Entrepreneurship

The duration of my course is:

- 13 weeks

My course learning outcomes are:

- Structured to encourage critical thinking and decision-making
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Developed with input from industry or real-world business scenarios

My course touches on the following concepts:

- Disruptive Innovation in Business
- Entrepreneurial Leadership and Mindset
- Family Business Management Strategies
- Social Entrepreneurship and Impact Ventures

My course implements the following pedagogies:

- Project-Based Learning (PjBL)
- Case Method
- Learner-Centered Pedagogy

Course Description

Aims This module focuses specifically on the development of the competences needed to develop sustainable enterprises. The module aims to provide the knowledge and understanding of eco and social venture development at the Masters' level necessary to enable students to make a strong contribution to society, economy and the environment. Students will be enabled through a competency-based approach that links real-world orientation, through inter and transdisciplinary assignments, academic-business cooperation, personal development and coaching, to the development of sustainability-driven enterprises.

Learning Outcomes

Knowledge On completion of this module the successful student will be able to:

1. Critically evaluate models of linear economic development.
2. Demonstrate an in depth understanding and application of current and contemporary issues relevant to socio-economic development.
3. Critically analyse institutions and practices that undermine sustainability.

Skills This module

will call for the successful student to: 4. Present, to good professional standards well-argued solutions to socio-economic problems. demonstrating research skills, critical analysis, and synthesis of information. 5. Learn independently at an advanced level. 6. Adapt and apply sustainability concepts and skills to the particular problems faced by enterprises. Syllabus • Sustainable socio-economic development. • Sustainability and eco / social innovation. • Sustainability-driven enterprises. • Sustainable institutional settings and networks. • Individual focus area for specialisation.

Relevant SDGs addressed through the course



Upload your syllabus

ENTREPRENEURSHIP AND SUSTAINABILITY

View document

Download document

21.2 The Tourism Industry and Sustainability

Course code

TOU2003

Department

- Marketing

The duration of my course is:

- 13 weeks

My course learning outcomes are:

- Supported by research-based teaching methodologies
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Designed to develop analytical and problem-solving skills

My course touches on the following concepts:

- Marketing Ethics and Consumer Rights
- Sustainable and Cause-Related Marketing
- Customer Relationship Management (CRM) and Retention Strategies

My course implements the following pedagogies:

- Student-Centered Learning
- Experiential Learning
- Case Method
- Collaborative Learning

Course Description

To provide students with a comprehensive understanding of sustainable tourism practices, both theoretically and practically. It explores various factors influencing sustainable tourism consumption, including psychological factors, values, needs, product/process innovation, marketing communication, and consumption evaluation. Furthermore, the module is designed to teach students a critical understanding of sustainability principles and how to implement environmental, socio-cultural, and economic practices that safeguard our planet and societies. It is underpinned by the United Nations World Tourism Organisation's Sustainable Development Goals (SDGs). Knowledge LO1 Review and evaluate the economic, social, and environmental principles underpinning the concept of sustainability; LO2 Understand the UN SDGs and specifically how SDGs can be achieved through business and management practices in the tourism, hospitality, and event industry; LO3 Evaluate the product/process innovation in tourism responding to sustainability demand and understand the main motivators facilitating tourist sustainability-oriented decision making and consumption. Skills LO4 Communicate ideas, principles, and theories effectively and fluently orally and in writing LO5 Undertake independent/self-directed study/learning including time management LO6 Apply knowledge to a real problem the industry and society is facing and provide solutions

Syllabus

- The ethics of tourism & negative impacts of tourism
- Sustainability & Triple Bottom Line (the 3 pillars of sustainability)
- The UNSDGs and then focus on the Tourism related SDGs 8, 12, 14
- Sustainable tourist typologies
- Sustainability in individual/family decision making
- Significant sustainability challenges and opportunities facing different subsectors of the tourism industry
- Sustainability in customer decision making – social and family influences
- Motivators and barriers to adopting SDGs: business and policy level
- Supply chains & Stakeholders (inclusion, support and fair treatment, collaboration towards achieving the SDGs)
- Marketing and media communication of sustainability in tourism
- The role of social media in influencing behaviour – Greenfluencers the sustainability superheroes?

Relevant SDGs addressed through the course



Upload your syllabus

tourism and sustainability

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

21.3 Innovation, Entrepreneurship and Sustainability

Course code

MKT2328

Department

- Management

The duration of my course is:

- 13 weeks

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Corporate Governance and Ethical Leadership
- Design Thinking and Innovation Management
- Decision-Making and Problem-Solving Strategies
- Crisis Management and Business Resilience
- Diversity and Inclusion in Leadership
- Employee Motivation and Organizational Behavior
- Organizational Culture and Employee Engagement
- Executive Leadership and Strategic Thinking
- Sustainable Leadership and Social Impact

My course implements the following pedagogies:

- Collaborative Learning
- Case Method
- Experiential Learning
- Transformative Learning
- Problem-Based Learning (PBL)

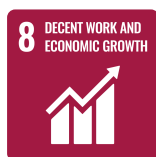
Course Description

Aims This module aims to introduce you to key concepts, principles, and methodologies associated with innovation, entrepreneurship & sustainability, essential for the success of new ventures and existing organisations. You will develop your ability to analyse business and sustainability issues, evaluate potential solutions, and understand how to implement effective solutions. The module explores the role of innovation, entrepreneurship, and sustainability across a range of industries and professions. The module will enable you to incorporate innovation, entrepreneurship, and sustainability throughout your careers. Learning outcomes

Module - Knowledge LO1 Analyse the key concepts of innovation, entrepreneurship, and sustainability. LO2 Identify how innovation, entrepreneurial, and sustainable practices can be integrated into business strategies to gain competitive advantage. LO3 Appraise the role of technology in driving innovation, entrepreneurship, and sustainability, including the challenges and opportunities it presents.

Module - Skills LO4 Evaluate and apply a range of methodologies, tools, and techniques related to innovation, entrepreneurship, and sustainable development principles in a business context. LO5 Analyse and propose innovative solutions to real-world problems and opportunities. LO6 Adapt to changing business and technology environments and embrace new approaches to innovation, entrepreneurship, and sustainability.

Relevant SDGs addressed through the course



Upload your syllabus

innovation entrepreneurship sustainability

[View document](#)

[Download document](#)

21.4 Ethics and Sustainability

Course code

ACC3145

Department

- International Business

The duration of my course is:

- 13 weeks

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Clearly measurable with specific criteria for success
- Incorporating feedback loops for continuous improvement
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Tailored to diverse learning styles and accessibility needs
- Encouraging of active learning and student engagement
- Developed with input from industry or real-world business scenarios

My course touches on the following concepts:

- Cross-Cultural Management and Communication
- Global Business Ethics and Corporate Social Responsibility
- International Business Law and Regulatory Compliance
- International Corporate Social Responsibility (CSR) and ESG
- Sustainable Development in Global Business
- Emerging Markets and Global Development

My course implements the following pedagogies:

- Case Method
- Constructivist Pedagogy
- Problem-Based Learning (PBL)
- Student-Centered Learning
- Transformative Learning

Course Description

Aims The aim of this module is to provide participants with the critical tools and mindset to analyse and identify responses to modern ethical business challenges. Students would be sensitised to different ways of thinking, learning from debating and collaborating with their peers from different cultural backgrounds so as to build their methodological, analytical and communication skills. **Learning Outcomes** Knowledge On completion of this module the successful student will be able to: 1. Critique the application of concepts of ethics, organisational governance and corporate social responsibility in management 2. Identify and analyse issues in business ethics and corporate social responsibility 3. Apply concepts relating to ethical reasoning and framework for ethical analysis and decision making in a business context **Skills** This module will call for the successful student to: 4. Construct logical, coherent and persuasive arguments 5. Plan and conduct an effective small-scale research on sustainable 'business and ethics' topics 6. Relate their own moral values to commonly held value frameworks in business **Syllabus** The following areas of study are covered in the module:

- Sustainability as force in driving development
- Normative frameworks for moral reasoning and ethical behaviour (e.g. utilitarianism, ethics of duty, virtue ethics, rights and justice)

theories) • Sustainability frameworks and templates for incorporating sustainability principles in society • Social sustainability • Environmental sustainability • Sustainable consumption • Sustainable societies

Relevant SDGs addressed through the course



Upload your syllabus

ETHICS AND SUSTAINABILITY

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

21.5 MSc Sustainability and Environmental Management

Course code

011D110

Department

- Business Administration

The duration of my course is:

- 13 weeks

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Supported by research-based teaching methodologies
- Structured to encourage critical thinking and decision-making
- Scaffolded to support learning progression throughout the course

My course touches on the following concepts:

- Sustainable Business Models and ESG Integration
- Organizational Behavior and Leadership Development
- Business Ethics and Corporate Social Responsibility
- Change Management and Organizational Development

My course implements the following pedagogies:

- Student-Centered Learning
- Problem-Based Learning (PBL)
- Inquiry-Based Learning
- Collaborative Learning
- Case Method
- Active Learning

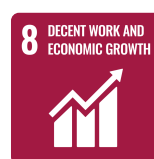
Course Description

Your Programme The programme is tailored to recent changes in the field of sustainability, the need to better tackle global environmental issues, namely the climate and biodiversity crises, and the growing demand for interdisciplinary skills to support the transition to a green economy and the adoption of green legislation. The programme aims to prepare students for such roles in sustainability and environmental management. This programme aims to produce graduates:

1. With strong integrated problem-solving skills and competencies.
2. Able to manage projects in complex and unpredictable contexts.
3. Able to defend a position in the sustainable development discourse.
4. Able to adopt an interdisciplinary approach to tackle environmental issues and critically evaluate and assess environmental issues, management practices and policies at a range of scales.
5. With strong knowledge and analytical skills needed to develop a career in sustainability and environmental management interventions.

Overall structure of the programme Students on the MSc in Sustainability and Environmental Management programme will take 180 credits of study. This includes two core compulsory modules of 15 credits, two core compulsory modules of 30 credits and a 60 core credit module leading to the submission of a research dissertation. Students will be able to select 30 credits of optional modules. The core compulsory modules will focus on developing the students' critical knowledge and understanding of the relevant theories, environmental principles and processes, policy issues and institutions and decision making. In the module PRS4540 Sustainability in the Anthropocene the students will engage in a real-world problem over weeks and develop a project as a team. It must be highlighted that the other two core modules support the problembased project as well. It is expected that the students will draw on this body of knowledge to develop and execute their dissertation research. The research methods module will provide many of the practical research skills needed to complete the research dissertation work. It will also provide guidance on topic development and research design process.

Relevant SDGs addressed through the course





Upload your teaching statement

MSc Sustainability and Environmental
Management (011D110) Programme-
Handbook-PG-2024-25 v3_CV final

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22. Define Teach

1. Incorporate sustainability and ethics across courses Example: Middlesex integrates ethical decision-making modules into core business courses and embed sustainability topics in marketing and finance classes. 2. Use experiential learning focused on real-world challenges Example: Students work on live consultancy projects with social enterprises or develop sustainability strategies for local businesses. 3. Train faculty on responsible management topics and methods Example: Offering faculty workshops on the latest sustainability frameworks and innovative teaching techniques, like flipped classrooms. 4. Encourage interdisciplinary approaches Example: Joint projects between business, environmental science, and social work departments addressing climate change impact on communities. 5. Continuously update content aligned with UN SDGs and trends Example: Regularly revise curriculum to include new research on circular economy and climate action aligned with UN SDG 12 and 13.

23. Teaching Awards

23.1 Sustainability Impact Award

Award Granter

Middlesex University London

Award Grantee

Dr Boidurjo Rick Mukhopadhyay

Description of Award

Winner of Outstanding Achievement Awards 2025 - Sustainability Impact Award

[Award link](#)

Provide supporting materials...

RICK_SUSTAINABILITY_AWARD

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24. Educator Recognition

- Annual teaching excellence awards
- Course evaluation scores
- Faculty promotion and tenure consideration
- Institutional recognition events
- Student-nominated teaching awards
- Pedagogical innovation grants

25. Barriers to Innovative Curriculum

- Budgetary limitations
- Measurement and benchmarking issues
- Resource allocation challenges
- Overloaded faculty

26. Teaching Voices

26.1 SME Green Horizons: Tackling Financing for Nature-Friendly Ventures

Provide supporting context

[SME Green Horizons: Tackling Financing for Nature-Friendly Ventures | Symposium, London 4 Feb 2025](#)

26.2 LIBRARIANS AND LEGO® WORKSHOPS

Provide supporting context

A Subject Liaison Librarian at Middlesex University, Dr Alan Wheeler, supports students in overcoming academic challenges through the innovative use of Lego® Serious Play®. As a certified facilitator, he delivers interactive workshops that help students explore problem-

solving, group dynamics, motivation and assignment-related issues through creative, hands-on learning. This approach, developed through his research including Lego® Serious Play® and higher education: encouraging creative learning in the academic library and Exploring learning gain with LEGO® SERIOUS PLAY® and visual ethnography, demonstrates how experiential methods can enhance engagement and critical thinking, contributing to SDG 4 and SDG 9 through the application of innovative practices in education. The doctoral research further examined how students respond to Lego®-based tasks, offering insights into reflection, collaboration, and learning development. The sessions often evoke a sense of nostalgia, helping students feel more relaxed and open, which can reduce stress and support wellbeing, aligning with SDG 3. By creating an inclusive and accessible learning environment that supports diverse student needs, this work also contributes to SDG 10. The initiative highlights the way in which innovative practices within academic support services can enhance student experience and success.

27. Barriers to Innovative Pedagogy

- Scalability issues
- Administrative hurdles

28. Continue telling your story

28.1 Aligning institution's strategic priorities with advancing sustainable development

Provide supporting context

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28.2 PRME Impact Speaker Series

Upload or select an image



PRME Principles for Responsible Management Education
an initiative of the



PRME IMPACT SPEAKER SERIES
2025/2026



Middlesex University London



Prof Fergus Lyon
Director,
CEEDR,
Middlesex University



Dr Mark Carrigan
University of
Manchester



Dr David Anderson
University of
Lincoln



Dr Richard Gunton
Queen Mary
University of London



Dr Inma Ramos
Richmond,
The American
International
University in London



Mr Jack Casey
Impact Consulting



Dr Sumita Ketkar
University of
Westminster



Ms Ragnhildur Agustsdottir
Founder, Lava Show



Dr Venga Sarma
University of
Nottingham



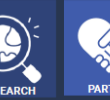
PURPOSE



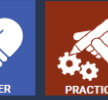
VALUES



TEACH



RESEARCH



PARTNER



PRACTICE



SHARE



Ms Maria Ester Gudjonsdottir
Sustainable Tourism
Coach

HOSTED BY



Dr Boidurjo Rick Mukhopadhyay
MBA Director & Head of PRME,
Middlesex University



Mr George Okepara
MBA student and Course
Representative

Caption

PRME Impact Speaker Series with Dr Rick Mukhopadhyay



Research

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

29. 2025 Publications

939

30. 2025 Publications on Sustainable Development and/or RME

1241

31. Research Funding

- National
- International
- Institution Specific

32. Socializing Research

- Community organizations
- Government and policy makers
- Industry and business networks
- Open-access platforms

33. Research Projects

33.1 Renewable Energy-based Entrepreneurship and SME Innovation Drivers in Iceland

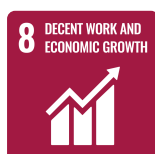
Who is involved in the project

- Faculty

Department

- Business Administration
- Management

This research project covers:



Period covering

November, 2024 - December, 2026

Describe the research project

The transition to renewable energy remains a critical global challenge, currently over 80% of the global energy supply still comes from fossil fuels, with renewable sources accounting for just around 11% of total energy consumption worldwide. As of 2023, renewables make up about **29%** of global electricity generation, with wind and solar alone accounting for more than **10%** of total global energy generation (IEA, 2023). Iceland's transition to 100% renewable energy—currently at 85%—has been driven by innovation and entrepreneurship, particularly among local farmers and fishermen, with strong support from government policies and targeted funding (Icelandic Ministry of Industries and Innovation, 2019). This transformation occurred when Iceland was emerging from centuries of poverty, foreign rule, and a lack of knowledge about its renewable resources, coupled with no experience in managing large-scale energy projects. The country's need for energy security and cost reduction led to the development of renewable-energy-based enterprises that quickly became the cornerstone of the nation's renewable energy strategy. Since interconnected energy grid being a costly option for small countries like Iceland, community-driven renewable energy businesses emerged as the driving force behind its development (Arnason, 2016). This project aims to explore the institutional arrangements that support renewable energy entrepreneurship and the collaboration between local governments, industry, and academia- the 'triple helix'- that has led to an increase in renewable energy adoption (Etzkowitz, 2008). Mukhopadhyay's (2021) renewable energy entrepreneurship framework will be particularly valuable in analysing how these business models evolve, how the interactions between local actors (entrepreneurs, communities, policymakers) shape these models, and how they contribute to both environmental sustainability and economic growth. This framework will help unpack the factors that influence the successful implementation of renewable energy ventures and the mechanisms supporting innovation and entrepreneurial activities in the sector. The project is led by Dr Boidurjo Rick Mukhopadhyay.

33.2 SMALL FARMERS IN ZIMBABWE AGAINST POVERTY

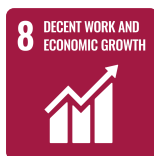
Who is involved in the project

- Community representatives
- Industry representatives
- Postdoc students
- Faculty

Department

- Business Administration
- Management

This research project covers:



Period covering

June, 2024 - December, 2026

Describe the research project

The Green Farm Africa project is an international research led initiative designed to support smallholder farms in Sub Saharan Africa, including Zimbabwe, by improving productivity, sustainability and access to global markets. The project, led by Middlesex University researchers from the Centre for Enterprise, Environment and Development Research (CEEDR) and the GreenFin research cluster, in collaboration with Royal Holloway University of London, Lincoln University and Reading University, trains around 300 farmers to use smart technologies such as satellite weather forecasting, drone monitoring and digital farm management systems. It also supports farmers in meeting Global Good Agricultural Practice (GAP) standards and developing Green Stamp accreditation that enables access to UK and European export markets, helping strengthen income opportunities and climate resilience. The work contributes to SDG 1 by supporting poverty reduction through improved livelihoods and SDG 2 by strengthening sustainable agriculture and food security. It also aligns with SDG 8 by creating fairer access to trade and income opportunities, SDG 9 through the use of digital innovation in farming systems, SDG 10 by reducing global inequalities through support for smallholder farmers, and SDG 12 by promoting sustainable production practices. Additionally, it supports SDG 13 by enhancing climate resilience in agriculture through the use of data-driven forecasting and environmentally sustainable farming methods that help farmers adapt to climate change impacts, and SDG 17 through strong international partnerships between universities, industry and farming communities.

34. Research Awards

34.1 Sustainability Impact Award

Award Granter

Middlesex University London

Award Grantee

Dr Boidurjo Rick Mukhopadhyay

Description of Award

Winner of Outstanding Achievement Awards 2025 - Sustainability Impact Award

[Award link](#)

Provide supporting materials...

RICK_SUSTAINABILITY_AWARD

View document  Download document 

34.2 London Maternity and Midwifery Festival Trailblazer Awards 2025

Award Granter

London Maternity and Midwifery Festival

Award Grantee

Middlesex University's midwifery team

Description of Award

Middlesex University's midwifery team was honoured for its forward-thinking approach and commitment to education in the London Maternity and Midwifery Festival Trailblazer Awards 2025 in February 2025. The team won a national award for its exceptional leadership and dedication to midwifery teaching. The team has championed diversity and inclusivity, leading to impactful initiatives that have been recognised in nominations for national awards and shown our commitment to SDGs 3 and 10, while its work in delivering practical hands-on learning at West Stand in the StoneX Stadium, where Middlesex has a simulated hospital environment, has further enriched the educational journey for students and shown a forward-thinking approach to midwifery education as well as upholding the values represented by SDG 4. Members of the Midwifery Team have current first-hand experience of working as midwives in the UK and internationally, while the course has been developed in partnership with local NHS trusts, providing students with placements in leading maternity units in London. Despite the current challenges in the higher education sector, the Middlesex University midwifery programme has continued to maintain high standards and attract students, highlighting the University's dedication to SDG 8.

[Award link](#)

35. Research Presentations

35.1 'Keep Your Clients Close, And Your Suppliers Closer': Institutional Partnerships for Activising Solar Energy Entrepreneurs in India'

This is a

- Conference paper/proceedings

Authors

- Dr Boidurjo Rick Mukhopadhyay

Date of publication

June, 2026

What conference was this presented at?

- National or international issue or theme-specific conference
- UK & Ireland Chapter annual conference

Abstract or Summary of Publication

Renewable Energy technology have transformed rural lives in various developing and BRICs lands with a growing number of public, private, international and partnership model-based enterprises in the industry. This research investigates how solar energy entrepreneurs in rural India are supported, built and developed by a private renewables company which is structured with a highly interactive stakeholder management portfolio. Notwithstanding the standard description of social innovation, this research shows a 'for profit' company operating with a 'social motif' that incubates several other similar enterprises in its image instead of scaling itself up across lands and users. The research illustrates how solar energy entrepreneurs are supported as well as the types of income-generating enterprises that are built using solar technologies in rural India. The primary data collected from qualitative interviews with private renewables enterprises as well as rural solar entrepreneurs who are perceiving these emerging alternative technologies as an 'asset' rather than an 'add on' energy option. A systematic thematic analysis is used to evaluate the research data and the work concludes with implications for renewable change agents, policy makers in alternative energy and rural development along with building empirical knowledge and understanding of renewables application in a leading BRICs land.

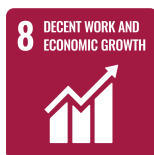
What would be the ideal impact of this research in the field and/or in society?

The work led to both organisational policy and renewable energy ministry policy changes over the past decade.

This research covers (Department):

- Business Administration
- Management
- Entrepreneurship

This research covers (SDGs):



Is this available through open access?

- No

[Publication link](#)

35.2 Resilience, Innovation, and the Pursuit of Shared Value@ Advancing Solar Energy Entrepreneurship

This is a

- White paper

Authors

- Dr Boidurjo Rick Mukhopadhyay

Date of publication

November, 2025

What conference was this presented at?

- National or international academy of management

Abstract or Summary of Publication

Key note at University of Leicester - Solar Energy Entrepreneurship and lessons on multi-stakeholder engagement with implications in management education.

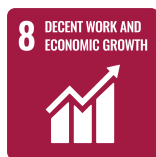
What would be the ideal impact of this research in the field and/or in society?

RME implications: an understanding of how nested institutional partnerships actually work for last mile agents working on SDGs.

This research covers (Department):

- Management
- Entrepreneurship

This research covers (SDGs):



Is this available through open access?

- No

[Publication link](#)

36. Share Publications

36.1 Support For SMEs' Contributions to Tackling the Nature and Biodiversity Crisis in the Fashion and Textile Industries

This is a

- Peer-reviewed article

Authors

- Andrea Werner
- Mila Burcikova

Date of publication

January, 2026

Abstract or Summary of Publication

Against the backdrop of an urgent need for change of the fashion and textile industry towards more sustainability, this [new research report](#), written by Andrea Werner and Mila Burcikova, explores how nature positive action can be embedded in UK Textile and Fashion SMEs. It examines what financial and other support is required to achieve this, and how SMEs can develop their environmental reporting to aid investors and other stakeholders in making decisions.

The main focus of this report is on innovative SMEs **that seek to transform value chains towards more sustainability**, with some attention also given to SME adopters of nature-positive practice (e.g. retailers, brands) and their sourcing practices. Particular attention is given to **SMEs that source natural fibres from regenerative sources for products and brands**, connecting different actors (e.g. farmers, manufacturers, brands) along the way. The report draws on a rich qualitative dataset consisting of 28 semi-structured interviews with businesses, financiers and intermediaries, as well as on relevant academic and grey literature.

Examining the **investor** and **financial support** side, the report finds that impact investors have a primary interest in investing in scalable solutions (with strong IP), which in the fashion/textile space tends to be tech (e.g. for data gathering / measuring in supply chain) as well as new innovative materials/processes including dyes. Such impact funding is increasingly provided by family offices of large apparel brands/manufacturers. The impact investors interviewed held that start-up firms should not be burdened with intensive metrics reporting when they start out but metrics should organically develop as the company grows and matures. For start-up impact investors, climate is the primary interest, although they recognise that climate can also act as proxy for broader nature-related approaches and measures. At the same time, a number of ventures that seek to transform value chains by sourcing natural fibres for products and brands, are not suitable for traditional (start-up) impact investment, as scalability is challenging or limited. Therefore, provision of grant funding and other sources of private and public finance remain important, although impact investing may have a role in enabling the development of nature impact bonds that benefit farmers engaging in regenerative/agroecological practices. In relation to **SME nature-related reporting**, innovative SMEs emphasise the full traceability of their value chain and engage in strong narrative reporting setting out how their business venture follows a more nature-positive approach than the conventional mainstream approaches. Certifications, standards and partnerships are seen as important to substantiate sustainability commitments, although some certifications are considered onerous and costly for SMEs. Innovative nature-positive SMEs report on a range of nature positive indicators including land use, carbon, water use, chemical use reduction, biodegradability potential, animal welfare, soil health, biodiversity as well as some social indicators. SMEs recognise the need for the use of technology to help report on biodiversity measures but also state that the relatively high cost of many such technologies is a barrier to adoption.

The report's concluding section emphasises that SMEs have the capacity to develop / contribute to nature-positive fibre and fabric supply chains for the fashion and textile industry, both in the UK and globally. In particular, there is **an opportunity to (re-) build nature positive value chains for natural fibre production in the UK**, which comes with economic opportunities for skills-development and jobs. Growing interest in provenance should encourage more nature-positive re-shoring, although (re-)building such value chains will require R&D and infrastructure funding. To enable such rebuilding of these value chains, policy makers and other intermediaries need to recognise that smaller scale ventures have an important role to play in the UK's Net Zero and National Biodiversity Strategies, in addition to recognising the nature-positive potential of regenerative/agroecological farming not just in relation to food but also in relation to fibre.

The report contains three case studies that highlight UK SMEs that provide natural fibres from regenerative sources for products and brands.

This research covers (Department):

- Management
- Economics

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

36.2 Rural Planning Futures: Principles, Policy and Practice in the UK and Ireland

This is a

- Book

[DOI](#)

Authors

- Mark Scott
- John Sturzaker
- Nick Gallent
- Gavin Parker
- Amy Burnett
- Ian Mell

Date of publication

March, 2025

Abstract or Summary of Publication

Dr Meri Juntti co-authored two chapters for a Routledge edited volume, Rural Planning Futures, focusing on future opportunities and pressures facing the countryside and rural communities in the UK and Ireland. The book reports on the findings of the 2022 Royal Town Planning Institute (RTPI)-funded project of the same name. The two chapters are relevant to a broad range of Sustainable Development Goals from SDG 1 on combatting rural poverty to SDGs 2 and 8 15 on addressing economic inequalities, the pressures and opportunities for access to work, food security, economic diversification associated with climate mitigation and adaptation and the

sustainability of the rural environment in terms of biodiversity, nature recovery and water quality. In discussing the scope of land-use planning and policies such as the Environmental Land Management Schemes in the UK to lead on sustainable rural development the chapters also pertain to SDG 16: Strong Institutions. As with all RTPI-funded work, the outputs respond to current need for evidence and consideration of future direction experienced by member institutions and land-use professionals. The third co-authored chapter for a different volume focuses on the potential of urban agriculture to support progress in the above-mentioned SDGs in Ho Chi Minh City, Vietnam, and applies to cities in the Asian context. The chapter integrates findings from the British Council-funded project, Urban Resilience from Agriculture through Highly Automated Vertical Farming in the UK and Vietnam, undertaken in collaboration with Middlesex University, Van Lang University, and local agricultural stakeholders in Ho Chi Minh City. Food security in the city faces multiple challenges ranging from significant in-migration, decreasing cultivated land, disrupted food supply chains, and climate change impacts affecting the environment and people throughout the city. The chapter examines and demonstrates the scope of urban agriculture to bolster local food security while constituting a sustainable land use and addressing a range of risks and resilience needs associated with climate change.

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

As with all RTPI-funded work, the outputs respond to current need for evidence and consideration of future direction experienced by member institutions and land-use professionals.

This research covers (Department):

- Management
- Economics

This research covers (SDGs):



Is this available through open access?

- No

[Publication link](#)

36.3 Integrating the United Nations Sustainable Development Goals into Engineering Education: A Practical Framework for Developing Future Leaders in Sustainability

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Dr Homeira Shayesteh

Date of publication

March, 2025

What conference was this presented at?

- EDUCON2025

Abstract or Summary of Publication

The climate emergency is one of the most critical societal challenges of our time. Higher education institutions (HEIs) are increasingly seen as key drivers of sustainable development, as they prepare future leaders to tackle critical global challenges. HEIs are further identified as key players in advancing sustainable development by incorporating the United Nations Sustainable Development Goals (UNSDGs) and sustainability into their teaching and learning processes. This paper presents a practical approach to embedding the UNSDGs into the curriculum of BSc Architectural Technology programme at Middlesex University London which is a pioneering exemplar for embedding UNSDGs at programme level at Middlesex that inspired many undergraduate and postgraduate programmes to follow. The paper introduces a developed and tested framework that offers a step-by-step guide to aligning entire programs and individual modules with the UNSDGs. A core outcome of this research is the development of a baseline for high level integration and a competency matrix that classifies sustainability understanding into three levels: awareness and appreciation, analysis and evaluation, and application and creation. These matrices, alongside the framework, serve as a practical tool for educators aiming to incorporate sustainability into courses in a systematic way. Furthermore, this research offers resources, examples, and a visual workflow that can be adapted by educators to ensure that graduates are equipped with the necessary knowledge, skills and mindset to contribute to sustainable development.

This research covers (Department):

- Business Administration
- Management

- Computer Information Systems

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

36.4 EXPLORING SOCIAL INNOVATION FOR TRANSFORMING FOOD SYSTEMS

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Fergus Lyon
- Bob Doherty
- Katerina Psarikidou
- Ian Vickers
- Alise Kirtley

Date of publication

September, 2025

Abstract or Summary of Publication

To achieve transformation in food systems, there is a need for social change and innovation in how people grow, trade and consume food. This paper explores how the concept of social innovation can help understand the processes of developing novel solutions that potentially contribute to transforming food systems for health and sustainability. Drawing on a set of case studies in the UK, our analysis shows that food system social innovation is found in: place-based initiatives such as community hubs, cafes and therapeutic growing space; supply chains and food access for social justice and sustainability; and food behaviour change activities that alter consumption and purchasing. We also identify key social innovation processes, including collaborative partnerships for co-learning and developing solutions, developing alternative

social enterprise business models and engaging with policy and institutional change. Challenges facing social innovation are identified, along with processes for scaling up impact on food systems.

This article is part of the theme issue 'Transforming terrestrial food systems for human and planetary health'.

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

The paper identifies key social innovation processes, including collaborative partnerships for co-learning and developing solutions, developing alternative social enterprise business models and engaging with policy and institutional change. Challenges facing social innovation are identified, along with processes for scaling up impact on food systems.

This research covers (Department):

- Business Administration
- Management
- Economics

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

36.5 Sustainable wastewater reuse for agriculture

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Christou, A.
- Beretsou, V.G.
- Iakovides, I.C.
- Lundy, L.

Date of publication

July, 2024

Abstract or Summary of Publication

Effective management of water resources is crucial for global food security and sustainable development. In this Review, we explore the potential benefits and challenges associated with treated wastewater (TW) reuse for irrigation. Currently, $400 \text{ km}^3 \text{ yr}^{-1}$ of wastewater is generated globally, but <20% is treated, and of that TW, only 2–15% is reused for irrigation depending on region. The main limitation of TW for irrigation is the inability of current treatment technologies to completely remove all micropollutants and contaminants of emerging concern, some of which have unknown impacts on crops, environment and health. However, advanced water treatment and reuse schemes, supported by water quality monitoring and regulations, can provide a stable water supply for agricultural production, as demonstrated in regions such as the USA and Israel. Such schemes could potentially serve a net energy source, as the embedded energy in wastewater exceeds treatment needs by 9 to 10 times. Agriculturally useful nutrients such as nitrogen, phosphorus and potassium could be also recovered and reused. TW reuse for irrigation could act as a major contributor to a circular economy and sustainable development, but the first steps will be funding and implementation of advanced and sustainable treatment technologies and social acceptance.

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

TW reuse for irrigation could act as a major contributor to a circular economy and sustainable development/

This research covers (Department):

- Management
- Economics

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

36.6 Children and transformative learning in tourism: conceptual insights from a study of eco-farms in europe

This is a

- Peer-reviewed article

Authors

- Lestar, T.
- Avakian, S.
- Mukhopadhyay, R.

Date of publication

June, 2026

Abstract or Summary of Publication

This volume includes seven chapters that detail advances in environmental research. Chapter one explores the dual role of zooplankton in ecosystem monitoring and ecotoxicological evaluation, with a particular focus on *Daphnia* spp., a widely used model organism in toxicological studies. Chapter two evaluates the role of children in transformation by discussing school and family visits to Hare Krishna eco-farms in Europe. Chapter three offers a critical, evidence-based assessment of the environmental dispersion of lead in soil, water, air, flora and fauna, examining the failures in post-consumption management and regulatory enforcement. Chapter four presents the necessity of basic knowledge relating to fluoride in water, diets in our daily lives, and other environmental matrices to avoid chronic diseases due to fluoride. Chapter five focuses on a literature review and a field survey to analyze the policy impact on CSAF, with the aim of recommending alternative solutions for climate-smart agroforestry (CSAF) development. Chapter six examines the fundamental requirements governing microalgae cultivation, with particular emphasis on nutrient uptake dynamics and the associated physicochemical changes in the culture medium, including ionization processes, solubility, bioavailability, and the pH-driven speciation of key elements. Chapter seven introduces a biomimetics-driven framework, referred to as the 4M model (Manage, Match, Model, Measure), which guides both design thinking and professional practice.

This research covers (Department):

- Management
- Economics
- Entrepreneurship

This research covers (SDGs):



Is this available through open access?

- No

[Publication link](#)

36.7 Solving SME nature positive finance: A UK green innovation perspective

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Robyn Owen
- Suman Lodh
- Amy Burnett

Date of publication

June, 2026

Abstract or Summary of Publication

Drawing on 80 interviews across the UK finance ecosystem and 10 case studies of innovative ecological services companies, they trace how nature-positive investment actually moves (or doesn't) through the system. They find a situation of 'trickle down' that moves far too slowly, a bottom-up wave of remarkable SME innovators whose biodiversity measurement services are ahead of regulation, and a persistent gap at the middle where private finance waits for first-movers to kick start action.

The core argument of the paper is that without science-based targets for biodiversity—the equivalent of what tCO₂e did for climate—the finance market has no reliable way to price nature. That has to change, and the SMEs developing eDNA, acoustic and sensor-based ecological services are the ones who can help unlock it.

The study also makes the case for venture launchpads, accelerators and public-private co-finance that genuinely serve early-stage green innovators—not just the large businesses that already have sustainability teams and corporate resourcing behind them.

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

The study also makes the case for venture launchpads, accelerators and public-private co-finance that genuinely serve early-stage green innovators—not just the large businesses that already have sustainability teams and corporate resourcing behind them.

This research covers (Department):

- Management
- Economics

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

37. Research Voices

37.1 'Plastics Dirty Secret'

Provide supporting context

This project by BA Graphic Design student Valentin Kehayov aims to highlight the impacts of plastic pollution and its hidden toxic threat. Aligning with SDGs 12, 13 and 14, the project gives voice to the issue through typography and imagery, turning waste into the message itself to raise awareness and support the fight against plastic pollution. The design of the 'toxic taffy typeface' and artworks support SDG 12 by showing the dangers of unsustainable production and consumption. This typeface mirrors how plastic pollution disguises itself as harmless. Its glossy, candy-like forms reflect the false appeal of plastic products: attractive yet toxic, breaking down into harmful chemicals over time. The typeface 'plume' and its artworks support SDGs 13 and 14 by showing the impact that plastic has on the wider climate, including the oceans. It reflects the silent spread of toxic microplastics, with fluid forms that mimic plastic seeping into water, air and our bodies. Its fragmented strokes capture pollution's invisible but lasting impact.

37.2 Student project 'The Drop, Stratford'

Provide supporting context

The Drop is a 100-metre mixed-use tower designed by Kristin Gray as a final-year project in BSc Architectural Technology at Middlesex University. It addresses urban density, sustainability and inclusivity in Stratford's post-Olympic context, directly supporting SDG 11 through its focus on compact, high-quality urban living. As an academic project that demonstrates advanced technological and environmental design thinking, it also reflects SDG 4 by showcasing the role of higher education in equipping future professionals with sustainable design skills. The scheme uses a diagrid structure to reduce steel by 20% while enabling flexible, column-free interiors that extend building lifespan, aligning with SDG 12 and SDG 9 through efficient material use and innovative structural systems. Environmental performance is central: passive and active strategies achieve low operational energy and a 22% reduction in embodied carbon, supported by a double-skin façade, bio-solar roof and vertical greenery delivering biodiversity net gain, key contributions to SDG 13.

37.3 Student Project Digital Exhibition 'Beyond borders'

Provide supporting context

BA Graphic Design student Sara Arroyave created a digital exhibition of Indigenous Amazonian culture for her Final Major Project. The project supports SDGs 1, 10, 11, 13 and 15 by merging ancient wisdom with digital innovation. It contributes to SDG 1 and 10 by engaging with the stories and experiences of indigenous communities, many of whom have been forced into poverty through forced integration with dominant cultures and the removal of indigenous land. Indigenous Amazonian cultures are at risk. These communities hold invaluable ecological knowledge that supports SDGs 13 and 15 as this knowledge has sustained the rainforest for centuries, yet their voices are often marginalised in mainstream conversations about sustainability. Beyond Borders brings these issues together by creating an immersive space where visitors can witness the impact of environmental destruction first-hand while exploring Indigenous solutions for a more sustainable future. The exhibition supports SDG 11 by encouraging communities to consider more sustainable futures and by using creative practice to connect cultural heritage, environmental protection and social justice.

37.4 'Spiritual Consumption'

Provide supporting context

In their 2025 work, Dr Patrick Elf, Associate Professor in Sustainable Business at the Centre for Enterprise, Environment and Development Research (CEEDR) and his colleague Amy Isham conceptualise spiritual consumption as the engagement with goods, services and spaces that promise meaning, transcendence and connection. While historically linked to moderation, community and moral development, spiritual practices are increasingly commodified within market systems. The paper critiques how consumer capitalism appropriates spiritual striving through wellness industries, marketised mindfulness and ritualised branding, potentially displacing deeper value orientations that support sufficiency and ecological care. Instead, the research argues that sustainable transitions require meaning structures beyond the consumer realm. Practices such as time in nature, mindfulness, decluttering and community engagement can foster non-material sources of wellbeing, supporting ecological lifestyles. This connects directly to SDG 12 by challenging consumption as a default meaning-making mechanism, to SDG 3 by highlighting evidence that self-transcendent experiences promote psychological and ecological wellbeing, and to SDG 11 by advocating community-based, low-impact practices that cultivate belonging and collective resilience beyond material acquisition.

37.5 Owning the Just Transition

Provide supporting context

The article *Owning the just transition: comparing citizen participation in South African and German wind farms*, published by Dr Lisa Schulte with co author Bryan Robinson, discusses citizens' contribution to the energy transition in several wind farm projects, among them the world's largest local citizen-owned windfarm which is also Germany's largest onshore windfarm. This paper is the result of a wider research agenda on the energy transition in Germany, Denmark and the UK. The windfarms showcased in the article contribute to SDG 1 by providing income to individual local small investors and small landowners, whereas in conventional energy systems mostly large energy utilities gain revenues and have a powerful lobby in energy policymaking. Wind farms are infrastructure and contribute to the generation of renewable energy which helps reduce our economies' carbon emissions and therefore connects to SDGs 7, 9 and 13. The world's largest citizen-owned windfarm is also a contributor to wind energy technology research that considers wind farm neighbours' needs for low environmental impact of this technology. The article evaluates the effects on local and regional economic inequality in the context of different types of citizen ownership and suggests that the 'rounding model' (Rundungsmodel in German) as well as community trusts in South Africa may be the most likely ways in each context for achieving accessible, inclusive, and relatively equal participation in the wind farms' financial outcomes for local citizens which is crucial for SDG 10. To limit ownership exclusively to locals is a tool that aims to keep revenues from energy generation local, which in turn makes communities more economically and socially resilient, helping to reverse the rural exodus, which many structurally weak non-urban areas, such as

those studied, have experienced in the past. This aspect contributes to SDG 11. Finally, the research suggests that citizens using their ownership to contribute to the development of a regulatory framework that further includes them and other citizens in the benefits of renewable energy systems helps create better acceptance of governmental policies that aim to transition societies and economies to lower carbon emissions and more sustainable ways of operating, supporting the ideals of SDG 16.

37.6 Green Tech for Africa Startup and Scaleup Accelerator

Provide supporting context

A coaching and business networking opportunity for green environmental tech companies to scale and develop fundable solutions for Sub-Saharan Africa



Partner

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

38. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- Financial Times
- United Nations Global Compact non-business signatory
- Local institutions and associations

39. Define Partner

Middlesex embed the Partnership principle by collaborating with sustainable businesses for internships and curriculum management, engaging NGOs and governments in joint projects, involving stakeholders in advisory boards, co-hosting events, joining global networks, and creating service-learning programs; strengthening real-world connections and advancing responsible management education.

40. Student Partners

- Enactus

41. Partnerships

41.1 Office for Students (OfS)

Period this affiliation covers

June, 2023 - April, 2026

This organization is a:

- Government body

Purpose of work with this organization

- Accreditation and Assessment

Describe your work with this organization

Middlesex University was awarded over £3.5 million by the Office for Students (OfS) to support the development and expansion of degree apprenticeships in healthcare and teaching. The University was awarded £3,381,000 to lead and establish the Healthcare Education Consortium in partnership with Greenwich, Brighton, Oxford Brookes, Hertfordshire, Birmingham City and Kingston universities. The Consortium will coordinate and expand healthcare degree apprenticeships to help meet NHS demand for clinical staff. This was the largest amount

awarded to a single bid as part of the OfS funding competition, which was launched in 2023 to expand degree apprenticeships. It has distributed up to £40 million via three funding waves. The University was also awarded £160,000 to support the development of a Teacher Degree Apprenticeship to better meet the needs of school employers and widen the pool of potential applicants to the profession. The University has an excellent track record of providing high-quality training to meet NHS workforce needs, particularly in London, including delivering higher and degree apprenticeships. The University's experience of leading the successful Police Education Consortium, with three university partners, also provides a model for how university collaboration can be effectively mobilised for public benefit. This approach enabled Surrey Police, Sussex Police, and Hampshire and Isle of Wight Constabulary to fully meet their workforce targets for the National Uplift Programme, a Home Office initiative to help police forces recruit additional officers. Additionally, while there are several routes to becoming a qualified teacher, the advent of the Teacher Degree Apprenticeship means that aspiring teachers will be employed and work in a school while working towards achieving their degree and qualified teacher status (QTS). The new apprenticeship will allow schools across the country to recruit more teachers and open opportunities for more people, including teaching assistants, to gain QTS. The Government has a target of recruiting thousands of additional teachers nationally. Middlesex University has a history of training teachers and meeting the needs of school employers. The Teacher Degree Apprenticeship programme at Middlesex will initially focus on training primary school teachers in partnership with local schools in Northwest London. Both the Teacher Degree Apprenticeship and the Healthcare Education Consortium contribute to SDG 4 by training apprentices to become qualified professionals through a combination of academic study and practical experience. These programmes also support SDG 8 by enabling participants to earn while they learn and gain professional qualifications. In addition, they advance SDG 10 by widening access to teaching and healthcare careers for underrepresented groups, and reflect SDG 17 through close collaboration with schools and employers.

41.2 UNGC

Period this affiliation covers

June, 2025 - August, 2026

This organization is a:

- Non-Profit

Purpose of work with this organization

- Sustainability and Social Impact
- Corporate and Government Partnerships
- Thought Leadership and Knowledge Sharing

- Climate

Describe your work with this organization

staff and students on board several working groups and committee in the areas of circular economy, sustainable supply supply chain & procurement, and climate action amongst others. Students work with institutional UNGC lead Dr Boidurjo Rick Mukhopadhyay and engage with UNGC annual forum, here is an example of student experience - [2025 UN Global Compact Network UK Annual Summit](#)

How do you measure success and impact

student led SDG projects

42. Continue telling your story

42.1 Breast Cancer UK Breast Cancer Prevention Conference at Middlesex University in June 2025

Provide supporting context

Experts from around the world attended a Breast Cancer UK Breast Cancer Prevention Conference at Middlesex University in June 2025 to discuss the latest research into preventing the disease, which affects 56,000 women and 400 men each year in the UK. For two days, more than 20 expert speakers from Canada, France, Germany, the United States and the UK, explored the impact of chemical, environmental and lifestyle factors on the occurrence and prevention of breast cancer, which is the most common cancer in women in the UK and will affect one in seven women over their lifetime. This is the second time that the University and the charity have worked together on a conference following a successful inaugural event in 2023. Other topics under discussion included what should be measured during breast screening, male breast cancer risk, and the possible role of stress in breast cancer risk. Several speakers also presented on the beneficial lifestyle factors that may reduce breast cancer risk, including the protective effects of breastfeeding and being physically active. The conference connects to SDGs 3, 4, 5 and 17.

42.2 PRME Impact Speaker Series

Upload or select an image



PRME Principles for Responsible Management Education
an initiative of the

PRME IMPACT SPEAKER SERIES
2025/2026



Middlesex University London



Prof Fergus Lyon
Director, CEEDR, Middlesex University



Dr Mark Carrigan
University of Manchester



Dr David Anderson
University of Lincoln



Dr Richard Gunton
Queen Mary University of London



Dr Inma Ramos
Richmond, The American International University in London



Mr Jack Casey
Impact Consulting



Dr Sumita Ketkar
University of Westminster



Ms Ragnhildur Agustsdottir
Founder, Lava Show



Dr Venga Sarma
University of Nottingham



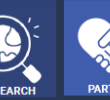
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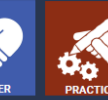
VALUES



TEACH



RESEARCH



PARTNER



PRACTICE



SHARE



Ms Maria Ester Gudjonsdottir
Sustainable Tourism Coach

HOSTED BY



Dr Boidurjo Rick Mukhopadhyay
MBA Director & Head of PRME, Middlesex University



Mr George Okpara
MBA student and Course Representative

Caption

PRME Impact Speaker Series with Dr Rick Mukhopadhyay

42.3 A state delegation from Katsina State in Nigeria, including Governor Dikko Umar Radda, to strengthen international collaboration on responsible farming and eco-farm student exchange

Provide supporting context

Middlesex University welcomed a delegation from Katsina State in Nigeria, including Governor Dikko Umar Radda, to strengthen international collaboration and explore new partnership opportunities. The visit focused on developing joint initiatives in digital skills, education and innovation, including potential student exchanges and projects to support farmers and communities through technology such as mobile innovation hubs. Delegates toured facilities such as the TIME-CUBE incubator and engaged with staff and students to share knowledge and research. The initiative aligns with multiple SDGs, particularly SDG 4 by enhancing education and skills development and SDG 9 through the promotion of innovation and digital infrastructure. It also supports SDG 8 by improving employability and workforce skills, as well as SDG 17 by strengthening international partnerships. The collaboration highlights the role of global engagement in driving sustainable development and knowledge exchange.

42.4 Culture and Conflict

Provide supporting context

Between 2018 and 2024, Middlesex University was a partner on a five year £15.6 million research project: the UKRI GCRF Gender, Justice and Security Hub. Dr Janroj Keles, Prof Eleonore Kofman, Ms Sobia Kapadia, Dr Runa Lazzarino, Dr Necla Acik and Dr Neelam Raina were part of the research teams of this large research project. Dr Neelam Raina led the Culture and Conflict project within the Hub. This participatory action research initiative empowered women in conflict-affected regions of India, Pakistan, Sri Lanka and Afghanistan through craft-making, creative livelihoods, and informal sector economic activities. It linked women's agency, economic resilience, and peacebuilding by co-producing knowledge with affected communities. The project generated over £10,000 in sales profits distributed directly to women makers, fostering sustainable income despite barriers such as Taliban restrictions post-2021. It emphasised home-based work, tacit gendered knowledge, and community-driven recovery, adapting research to evolving conflict dynamics. The work aligned with SDG 5 by advancing women's rights, economic participation, and resistance to exclusion in fragile contexts, SDG 16 through supporting peacebuilding, justice, and institutional resilience through livelihoods and agency, as well as SDG 8 by promoting productive employment, sustainable livelihoods, and economic empowerment via craft and informal work. Dr Raina's research with her partners in South Asia, particularly Afghanistan, India, Pakistan and Sri Lanka, exemplifies the Hub's mission to integrate gender justice with security and sustainable development, contributing to the Women, Peace and Security Agenda.



Practice

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

43. RME Practices

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

44. Define Practice

We embed the Practice principle by using methods of applied learning, at middlesex Uni we create real-world, hands-on opportunities that help students learn responsible management by doing, not just theory. Here's how we typically embed Practice in line with PRME:

1. Experiential Learning: Internships, co-op programs, or consultancy projects with organizations focused on sustainability or social responsibility.
2. Service-learning courses where students work with local communities or non-profits.
3. Case Studies & Simulations: Use of case studies focusing on ethical dilemmas, sustainability challenges, or corporate social responsibility.
4. Role-playing or business simulations that emphasize stakeholder impact and long-term value creation.
5. Sustainable Campus Initiatives: Engaging students in projects on campus related to energy conservation, waste reduction, or social equity, making the university itself a living lab.
6. Collaborative Projects: Partnerships with businesses or NGOs where students tackle real sustainability issues, applying their learning to create solutions.
7. Capstone Projects: Final year projects or theses that focus on responsible management topics, integrating theory with practice.
8. Workshops & Training: Practical workshops on sustainable business models, ethics, and leadership skills.

By embedding these kinds of experiences, we ensure students don't just learn about responsible management but practice it, building skills and mindsets needed for the real world.

45. Practice Awards

45.1 Sustainability Impact Award

Award Granter

Middlesex University London

Award Grantee

Dr Boidurjo Rick Mukhopadhyay

Description of Award

Winner of Outstanding Achievement Awards 2025 - Sustainability Impact Award

[Award link](#)

Provide supporting materials...

RICK_SUSTAINABILITY_AWARD

View document  Download document 

45.2 London Maternity and Midwifery Festival Trailblazer Awards 2025

Award Granter

London Maternity and Midwifery Festival

Award Grantee

Middlesex University's midwifery team

Description of Award

Middlesex University's midwifery team was honoured for its forward-thinking approach and commitment to education in the London Maternity and Midwifery Festival Trailblazer Awards 2025 in February 2025. The team won a national award for its exceptional leadership and dedication to midwifery teaching. The team has championed diversity and inclusivity, leading to impactful initiatives that have been recognised in nominations for national awards and shown our commitment to SDGs 3 and 10, while its work in delivering practical hands-on learning at West Stand in the StoneX Stadium, where Middlesex has a simulated hospital environment, has further enriched the educational journey for students and shown a forward-thinking approach to midwifery education as well as upholding the values represented by SDG 4. Members of the Midwifery Team have current first-hand experience of working as midwives in the UK and internationally, while the course has been developed in partnership with local NHS trusts, providing students with placements in leading maternity units in London. Despite the current challenges in the higher education sector, the Middlesex University midwifery programme has continued to maintain high standards and attract students, highlighting the University's dedication to SDG 8.

[Award link](#)

45.3 Project of the Year at the European Network of Academic Sports (ENAS)

Award Granter

European Network of Academic Sports (ENAS)

Award Grantee

The University Sport and Recreation Service

Description of Award

A Middlesex University initiative that gives students struggling to integrate at university the chance to explore the UK's great outdoors with outdoor recreational activities won a prestigious industry award in 2024. The University Sport and Recreation Service won the Project of the Year at the European Network of Academic Sports (ENAS) ceremony, hosted by Ulster University at the Titanic Hotel in Belfast, amid strong competition from six universities from across Europe. Approximately 150 students have enjoyed various trips through the adventure series including mountain biking at the Bike Park Wales in the Brecon Beacons, a visit to the surfing centre The Wave in Bristol and expeditions to scenic places in the British countryside such as the Chiltern Hills, Box Hill and Seven Sisters. Many students also took part in the Three Peaks Challenge, scaling Britain's three highest mountains: Scafell Pike, Ben Nevis and Snowdon. Through these outdoor adventures, students connect and build friendships with like-minded peers, break down barriers and improve their confidence in social situations. This initiative has been led by the Sport and Recreation Service at the University and staff including Toni Hannan, Sport and Active Campus Service Manager, Mel Parker, former Head of Sport, and Ben Underwood, Head of Campus Life. The project contributes strongly to the UN SDGs, particularly SDG 3 by promoting mental and physical health through physical activity, SDG 4 by supporting student engagement, retention and success and SDG 10 by targeting students who may be facing personal, social or adjustment challenges, ensuring they have equal access to opportunities that enhance their university experience. The work also reflects SDG 11 by strengthening social connections and fostering a sense of belonging among students while demonstrating a connection to SDG 17 through collaboration between different university services, working together to deliver student support.

46. Practice Voices

46.1 'Plastics Dirty Secret'

Provide supporting context

This project by BA Graphic Design student Valentin Kehayov aims to highlight the impacts of plastic pollution and its hidden toxic threat. Aligning with SDGs 12, 13 and 14, the project gives voice to the issue through typography and imagery, turning waste into the message itself to raise awareness and support the fight against plastic pollution. The design of the 'toxic taffy typeface' and artworks support SDG 12 by showing the dangers of unsustainable production and consumption. This typeface mirrors how plastic pollution disguises itself as harmless. Its

glossy, candy-like forms reflect the false appeal of plastic products: attractive yet toxic, breaking down into harmful chemicals over time. The typeface 'plume' and its artworks support SDGs 13 and 14 by showing the impact that plastic has on the wider climate, including the oceans. It reflects the silent spread of toxic microplastics, with fluid forms that mimic plastic seeping into water, air and our bodies. Its fragmented strokes capture pollution's invisible but lasting impact.

46.2 Student project 'The Drop, Stratford'

Provide supporting context

The Drop is a 100-metre mixed-use tower designed by Kristin Gray as a final-year project in BSc Architectural Technology at Middlesex University. It addresses urban density, sustainability and inclusivity in Stratford's post-Olympic context, directly supporting SDG 11 through its focus on compact, high-quality urban living. As an academic project that demonstrates advanced technological and environmental design thinking, it also reflects SDG 4 by showcasing the role of higher education in equipping future professionals with sustainable design skills. The scheme uses a diagrid structure to reduce steel by 20% while enabling flexible, column-free interiors that extend building lifespan, aligning with SDG 12 and SDG 9 through efficient material use and innovative structural systems. Environmental performance is central: passive and active strategies achieve low operational energy and a 22% reduction in embodied carbon, supported by a double-skin façade, bio-solar roof and vertical greenery delivering biodiversity net gain, key contributions to SDG 13.

47. Continue telling your story

47.1 Middlesex University Environmental-Management-Policy

Upload or select a document

MDX-Environmental-Management-Policy

View document 

Download document 

47.2 OUR CAMPUS SUSTAINABILITY IN NUMBERS

Provide supporting context

Waste – We have 0% waste sent directly to landfill. 180 tonnes of our overall waste is recycled and we have saved 1570 kilograms of food waste through our subscription to the Too Good To Go app. Green waste generated by grounds maintenance is composted. Energy – Our solar panels generated 93,649 kWh of green energy in 2024/25, a significant increase from 2023/24. Water – Tanks under MDX House collect rainwater to irrigate plants on the deck. Rainwater harvested on Sheppard Library is filtered and used to flush the toilets, while our water refill machines located around campus have dispensed more than 973,000 litres of water since their installation. Biodiversity – Our annual tree audit manages and enhances the health and condition of our trees, contributing to biodiversity, while relaxed mowing enables wildflowers and wildlife to thrive. Green Travel – Our Hendon campus hosts 10 EV chargers available to everyone with access to the car park, encouraging a more sustainable travel.

47.3 USHER'S HERB GARDEN

Provide supporting context

The introduction of raised beds transformed what was previously a simple lawn into a vibrant, productive growing space that supplied fresh herbs and vegetables directly to university kitchens, supporting SDG 2 and SDG 12, while also contributing to wellbeing through access to green spaces and outdoor activity in line with SDG 3. Through close collaboration between students, staff and Halls management, the project demonstrated how underused green areas can be redesigned to support sustainable development and growth, aligning with SDG 11 and SDG 17. Students played an active role in planning, planting and maintaining the beds, gaining hands-on experience in food production, soil health and seasonal growing cycles, contributing to SDG 4. This practical involvement deepened their understanding of sustainability, food systems and environmental responsibility, with staff providing guidance and coordination. All harvested produce was used in the kitchens, reducing food miles, cutting costs and improving freshness and quality, supporting SDGs 12 and 13. The raised beds not only increased biodiversity and enhanced the visual appeal of the space, contributing to SDG 15, but also created a living-learning environment. Students developed skills in teamwork, problem-solving and sustainable resource management. By turning a previously underused space into a productive garden, the initiative highlights how thoughtful land use can contribute to carbon reduction, waste minimisation and community engagement, supporting long-term sustainable growth in line with SDG 11 and SDG 13.



Share

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



48. Define Share

Here are some ways we embed the Share principle effectively: 1) Collaborative Platforms :Create or participate in networks and platforms where faculty, students, and external partners can exchange ideas, case studies, and research on sustainability and responsible management. Examples include PRME's own forums or regional groups. 2) Open Access Resources : Publish teaching materials, research papers, and case studies on sustainability and ethics in an open-access format so other universities and practitioners can benefit. 3) Conferences and Workshops : Organise and host events focused on responsible management education where stakeholders from academia, business, and civil society come together to share insights and innovations. 4) Student and Faculty Exchanges : Facilitate exchange programs where students and faculty can experience different approaches to responsible management education and bring those insights back to their home institutions. 5) Engagement with the Community : Share knowledge by involving local communities and businesses in research projects, service-learning, and outreach programmes that focus on sustainability and ethics. 6) Publishing Impact Stories : Regularly communicate successes and lessons learned from implementing responsible management principles through newsletters, blogs, and social media to reach a broader audience.

49. Transparent Engagement

- Annual reports
- Community events and consultation forums
- Partnerships with local organizations
- Public events and panel discussions
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities

50. Transparency Barriers

- Audience reach
- Media visibility
- Data privacy regulations

51. Audiences

- Business and industry partners
- Chamber of commerce and local communities
- Faculty and staff

- Non-governmental organizations (NGOs)
- Prospective and current students
- Research and academic networks

52. Sharing Voices

52.1 PRME Impact Speaker Series

Provide supporting context





Principles for Responsible Management Education
an initiative of the



PRME IMPACT SPEAKER SERIES
2025/2026



Middlesex University London



Prof Fergus Lyon
Director,
CEEDR,
Middlesex University



Dr Mark Carrigan
University of
Manchester



Dr David Anderson
University of
Lincoln



Dr Richard Gunton
Queen Mary
University of London



Dr Inma Ramos
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The American
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Mr Jack Casey
Impact Consulting



Dr Sumita Ketkar
University of
Westminster



**Ms Ragnhildur
Agustsdottir**
Founder, Lava Show



Dr Venga Sarma
University of
Nottingham



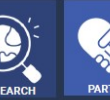
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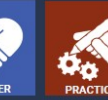
VALUES



TEACH



RESEARCH



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PRACTICE



SHARE



**Ms Maria Ester
Gudjonsdottir**
Sustainable Tourism
Coach

HOSTED BY



Dr Boidurjo Rick Mukhopadhyay
MBA Director & Head of PRME,
Middlesex University



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MBA student and Course
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