

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Coventry University Group

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	10
5. Values	14
6. Teach	16
7. Research	30
8. Partner	41
9. Practice	43
10. Share	50

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 Coventry University Group, including key details and basic institutional data.

Mission

Our mission

Creating Better Futures embodies our purpose, defining the diverse nature of Coventry University Group, from delivering inclusive and impactful global education for our learners, to addressing societal challenges through our research and innovation.

Vision

Our vision

A global Education Group with a reputation for equity and innovation that empowers students and communities to transform their lives and society through teaching, learning, research and enterprise.

Strategy

2030-Group-Strategy-Document

View document  Download document 

Strategy Alignment

Coventry University Sustainable Development Strategy

Our strategy articulates how we will deliver a positive impact on the environment, achieve net zero carbon emissions, support our partners and stakeholders, and deliver sustainable economic growth. It focuses on the priorities of smarter futures, people, places and spaces, engagement and governance.

Our activities will remain global in their outlook, relevant to society and at the forefront of advancements in addressing sustainability issues. We recognise that by working with local, national, and international partners we can maximise opportunities and impact. In a world of complex challenges, our courses will embed research and knowledge around sustainable development and social responsibility and engage students to think critically about the impact that they can make.

Through our service offer, education, research, and innovation, we will provide new insights and knowledge to support the development of sustainable technologies, enhance skills and professional practice, and develop partnerships to support sustainable development and social responsibility. The

Group will advance its approach to sustainable development, demonstrating positive impact on global sustainability challenges. These actions will underpin our education and student experience, research and impact, enterprise and innovation, social impact and enabling activities.

The Group will embrace sustainable development and social responsibility as a fundamental enabler of our growth and mission of Create Better Futures.

Our specific aims are to:

- embed sustainable development and social responsibility within the core themes and enabling activities of our 2030 Group strategy
- develop and implement a strategy to achieve net zero carbon, addressing both direct and indirect sources of emissions
- deliver education for sustainable development throughout the Group and across our curriculum
- develop local, national and global partnerships to support sustainable development and social responsibility in the developed and developing world
- align our research to the challenges of sustainable development and social responsibility
- support clean growth and the development of a low carbon economy
- ensure leadership commitment and responsibility for sustainable development and social responsibility

Our [Coventry University Sustainable Development Strategy can be found here](#).

Graduates & Enrollment

2025 Statistics	Number
Graduates	21,750
Faculty & Staff at the University	4,073
Student Enrollment at the University	26,972

Undergraduate Degree Programmes

-  BSc Accounting and Finance
-  BSc Economics
-  BSc Finance and Investment
-  BSc Banking and Finance
-  BSc Business Economics
-  BSc Project Management (Apprenticeship)
-  LLB Law
-  LLB international Law
-  BA Sport Management

Masters Degree Programmes

-  MSc Accounting and Financial Management
-  MSc Banking and Finance
-  MSc Finance
-  MSc FinTech
-  MSc Investment Management
-  LLM Law
-  MSc International Marketing Management
-  MSc International Human Resource Management
-  MSc Events and Experience Management
-  MSc International Business Management
-  Master of Business Administration



Purpose

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

Letter of Commitment



Letter of Commitment to the Principles for Responsible Management Education

Dear Colleagues and Stakeholders

The College of Business and Law and Coventry University Group is proud to reaffirm its commitment to the Principles for Responsible Management Education (PRME) through our transformed curriculum that has embed sustainability, ethical leadership, and social responsibility into both our active pedagogy but also our learning materials and activities.

Despite the challenges posed by changes in the higher education landscape, our commitment to our 2030 strategy, *Creating Better Futures* remains. We are incredibly proud of the progress we have achieved in embedding responsible management education into our teaching, research, and operations. This progress would not be possible without dedication of colleagues to integrating PRME principles into their work.

We continue our work with regional and local businesses, alongside the third and public sector, to open the minds of our students to the range of opportunities available to them beyond the corporate world of work. The focus of our student engagement activities is to promote value creation above profit creation while nurturing pro-social values within future leaders.

Colleagues engage in challenge-led projects that address real-world issues with the goal of fostering responsible, ethical, and sustainable solutions. Shining a spotlight on the School of Management this year; students engaged in a range of innovative, real-world projects focused on responsible management, sustainability and social impact. Through live client projects with organisations including APM Fresh and the Extractive Industries Transparency Initiative (EITI), students developed practical solutions to real business and global governance challenges. The School also strengthened its global and industry engagement through a COIL project with the University of the Free State in South Africa, an industry-led Sustainability and Innovation in Sports and Events module, where students developed and pitched solutions to real sustainability challenges in the sports and events industry to an industry expert, and the School of Management Championships, which brought together over 120 students to develop sustainable enterprise ideas for Feed the Hungry. These initiatives demonstrate the School's commitment to experiential learning, responsible business and developing commercially aware graduates who can create positive social and environmental impact.

We are ambitious in our approach and welcome challenges and partnership opportunities with our Students' Union, local authorities, and our international partners. Under the auspices of the PRME Working Group on Climate Change and Environment, we launched the 2nd Virtual World Tour on Climate Change Solutions in the 2025/2026 academic year, a collaboration of 10 institutions. Based on the successful completion of the 2nd virtual world tour, the 3rd virtual tour is in progress. We continue to support our transnational education partnerships, through which we support the education of international students in their own countries. This initiative provides us with a real opportunity for dialogical knowledge exchange. This year, through a series of staff development workshops and COIL projects with our TNE international partners, we have focused on exploring best practices for quality education and embedding sustainability and climate education into teaching and learning.

Our Group research centres are oriented around challenge-led projects focused on responsible, ethical, and sustainable solutions. In 2025, our research centres engaged in numerous impactful



projects, including, [Green for All](#); [Engagement Collaboration: Water bonds to Mitigate Environmental Risks](#); and [Cultural Resilience, Religious Faith and the intersection of Generative and Agentic Artificial Intelligence](#). We are voluntary signatories of the [Concordat for the Environmental Sustainability of Research and Innovation](#), and the UK [Women in Research Charter](#). These commitments to such Charters inform our approach to research and consequently the curriculum through our research enriched learning initiatives.

Coventry University Group's effort on sustainability has been recognised in the People and Planet University League 2025/26 where we were ranked a 1st class University for Environmental and Ethical Performance. We are proud to have been named Planet Saver – Green Business of the Year 2026 at the Coventry and Warwickshire Business and Community Awards. Our commitment to sustainability has also been recognised through our city centre campus receiving the prestigious Green Flag Award for the 13th consecutive year. In addition, our biodiversity initiatives have received national recognition, with our wildflower meadow at Godiva Place earning the 2026 Department for Environment, Food and Rural Affairs (DEFRA) Bees' Needs Champion Award.

PRME and sustainability awareness remain a priority within the College of Business and Law and across Coventry University Group through staff training, student induction sessions, staff champion and resource sharing. For the past two years, at the start of the academic year and during college-wide PRME sessions, we shared the Blueprint for SDG integration, PRME Pedagogy opportunities including Pedagogy Certification, Impactful Five (i5), Learning Through Play (LEGO), and several other PRME resources and opportunities.

We have much to be proud of in Coventry University Group, however, we are equally aware of the future challenges. As we look ahead, we remain committed to fostering a culture of sustainability, ethical leadership, and social responsibility, ensuring that PRME remains a core part of our identity. We invite all members of our community to continue collaborating, innovating, and driving meaningful change together.

Yours sincerely

A handwritten signature in black ink that reads "Andrew Turner".

Professor Andrew Turner
Vice-Provost and Deputy Vice-Chancellor (Education)

Definition of Purpose

Creating Better Futures through responsible management education equips global future leaders with an entrepreneurial mindset that will inspire them to make a difference through impactful transformations of business and society. Our focus is on promoting freedom, justice and peaceful ecosystems to foster inclusive global prosperity.

Institutional Engagement

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



Values

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



How We Define Values

Creating Better Futures through responsible management education requires us to promote, embed and live our values in all that we do. We are inclusive, we inspire, we are international and we have impact.

Who Champions Responsible Management Education at Our Institution

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



Teach

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



How We Define Teach

We embed RME throughout the student learning experience enabling them to connect disciplinary knowledge with sustainability and ethics within a responsible leadership context, and to develop their confidence and capability to apply these principles in practice.

Courses that support RME

Coventry University Group reports 11 courses in 2025 that support responsible management education and sustainable development goals.

Governance, Ethics and Sustainability | 7015EFA

This module provides a comprehensive understanding of the pivotal issues concerning sustainability, ethics and governance for the global financial and economic landscape. Students will examine the influence of national and global regulations, corporate governance frameworks and ethical principles that drive sustainable and responsible business practices.

Students will critically analyse the prevailing corporate governance norms, the allocation of decision-making powers, and their implications for businesses, economies, financial markets and society. The module elevates societal priorities for creating long-term shareholder value while balancing conflicting social and economic interests. Drawing on the United Nations Sustainable Development Goals (UN SDGs), it prepares students to become responsible leaders who are mindful of the ethical, social and environmental impact of their decisions.

This module will be delivered through face-to-face workshops during which key concepts, theories and techniques will be explored. Essential reading will provide students with knowledge that underpins their understanding of topics studied in workshops. Active engagement during workshops will provide students with the opportunity to discuss, critique and develop further their understanding of topics studied on this module. A module online learning platform will be used to support students outside of the classroom and will allow students to interact with both their peers and lecturers. Students will receive ongoing formative feedback during the module.

The learning will incorporate through examples and case studies the Principles for Responsible Management Education (PRME): sustainability, social responsibility, responsible leadership and ethics. In addition, students' learning will incorporate international perspectives to enhance their experience.



Corporate Finance and Risk Management | 7010EFA

The module facilitates a critical examination of pivotal issues in the global corporate finance landscape. Students will explore, from finance, accounting and economic perspectives, the relevance of issues such as financial management, asset pricing, capital structure and pay-out policies. The module emphasises the implications of risk exposure and management in dynamic political, economic, financial, operational, and regulatory environments. Students will foster an anticipatory view to deal with risk and changes based on financial and non-financial hedging methods.

The module fosters student confidence to question established norms, practices, and decisions, and develop a habit of critical evaluation of theoretical frameworks and reported empirical tests related to risk management and strategic decision-making.

This module will be delivered through face-to-face workshops during which key concepts, theories and techniques will be explored. Essential reading will provide students with knowledge that underpins their understanding of topics studied in workshops. Active engagement during workshops will provide students with the opportunity to discuss, critique and develop further their understanding of topics studied on this module. A module online learning platform will be used to support students outside of the classroom and will allow students to interact with both their peers and lecturers. Students will receive ongoing formative feedback during the module.

The learning will incorporate through examples and case studies the Principles for Responsible Management Education (PRME): sustainability, social responsibility, responsible leadership and ethics. In addition, students' learning will incorporate international perspectives to enhance their experience.



Sustainable Finance | 6032FIN

Sustainable finance refers to finance that supports economic growth while taking environmental (e.g. climate change mitigation), social (e.g. inequality, inclusiveness, human rights) and governance (e.g. management structures, employee relations, executive remuneration) (ESG) considerations into account when making investment decisions in the financial sector.

This module examines why sustainability is important and the role finance can play in promoting sustainable economic growth, and focuses on the role of banks, insurers, investment funds, investors, and rating agencies.

A variety of teaching and learning methods will be used including lectures, seminars and group discussion. Key concepts and introductions to particular techniques will be given through lectures. Seminars are designed to enhance students' understanding through practical exercises and discussion questions that require students to apply their knowledge and demonstrate an understanding of these concepts and techniques. In addition, students will be required to carry out directed research in preparation for assessments and seminars. Students will receive ongoing formative feedback during the module.

The learning will incorporate through examples and case studies the Principles for Responsible Management Education (PRME): sustainability, social responsibility, responsible leadership and ethics. In addition, students' learning will incorporate international perspectives to enhance their experience.



Corporate Governance and Business Ethics | 6034FIN

The aim of this module is to provide students with a thorough understanding of a number of key advanced topics of corporate governance theory including research and practice (incorporating associated reporting and regulation, the role of monitors, and issues of independence and ethics). It will also develop their ability to critically analyse the academic literature and current issues; and to integrate and synthesise topics in order to participate in current debates and to suggest potential insights for development.

A variety of teaching and learning methods will be used including lectures, seminars and group discussion. Key concepts and introductions to particular techniques will be given through lectures. Seminars are designed to enhance students' understanding through practical exercises and discussion questions that require students to apply their knowledge and demonstrate an understanding of these concepts and techniques. In addition, students will be required to carry out directed research in preparation for assessments and seminars. Students will receive ongoing formative feedback during the module.

The learning will incorporate through examples and case studies the Principles for Responsible Management Education (PRME): sustainability, social responsibility, responsible leadership and ethics. In addition, students' learning will incorporate international perspectives to enhance their experience.



Principles of Finance | 4009FIN

Increasing life expectancy means that we are living longer, but without private savings and investments it is unlikely that we can live the life we desire in retirement. In addition, financial services products are complex, and a lack of financial literacy can expose individuals to financial crimes, fraud and mis-selling.

This module seeks to empower students by teaching them the key areas of personal finance, including personal financial planning, budgeting, saving, managing credit, investing, retirement planning, and tax planning. This knowledge will help students manage their finances, and make confident and informed financial decisions, thereby increasing their financial control, satisfaction and well-being.

A variety of teaching and learning methods will be used including lectures, seminars and group discussion. Key concepts and introductions to particular techniques will be given through lectures. Seminars are designed to enhance students' understanding through practical exercises and discussion questions that require students to apply their knowledge and demonstrate an understanding of these concepts and techniques. In addition, students will be required to carry out directed research in preparation for assessments and seminars. Students will receive ongoing formative feedback during the module.

The learning will incorporate through examples and case studies the Principles for Responsible Management Education (PRME): sustainability, social responsibility, responsible leadership and ethics. In addition, students' learning will incorporate international perspectives to enhance their experience.



Principles of Taxation | 5020ACC

The Principles of Taxation module aims to enable students to develop knowledge and understanding in the core areas of UK tax related to businesses and their employees, and to prepare simple tax computations for individuals and companies. Students will be able to develop knowledge and understanding related to specific taxes; both direct (capital gains tax) and indirect taxes (VAT) and the interaction of taxes with each other, in a UK context, as well as briefly in an international one.

The teaching and learning sessions are supported by interactive learning handouts, these are designed to highlight the key areas of each topic and cover both the theoretical and practical aspects of tax issues.

During the seminars students are provided with illustrative examples and topic-related exercises so that they can apply relevant UK tax rules and principles to practical situations. This also provides an

opportunity to undertake formative assessment that the students can use to enhance their understanding of the subject matter.

Students are also encouraged to explore the more technical and current tax issues through additional reading and reference materials posted on the virtual learning environment and as directed during sessions. Other learning supports includes personal tutorials by appointment, discussion forums and asynchronous communication with academics and other support staff.

The learning will incorporate through examples and case studies the Principles for Responsible Management Education (PRME): sustainability, social responsibility, responsible leadership and ethics. In addition, students' learning will incorporate international perspectives to enhance their experience.



Business Law and Corporate Ethics | 5021CLS

This module aims to provide students with the knowledge, understanding and skills to identify and deal with a range of legal and ethical issues likely to be encountered in business. This will include an understanding of how the law and ethical frameworks operate, and the ability to apply the law and the frameworks to real-life scenarios.

The module aims to cover the legal system, the law of contract, tort law (including professional negligence), business formation (including: types of business: sole trader, partnership, company; funding and liability), the nature and function of various types of company structures, the rights and obligations of shareholders and directors.

The module also looks at the fundamentals of business ethical decision making and the various ethical dilemmas that individuals and organisations might face. The module aims to introduce students to the impact of business ethics within corporations including decision-making, governance and corporate social responsibility within a global economy.

The module will be taught by means of weekly lectures and seminars. Seminars will comprise discussion questions designed to develop topics covered in lectures: active participation by students is expected in seminars. In addition, there will be guided study. Guided study will include directed reading to support the lectures and reading and preparation for the seminars. In addition, students' learning will incorporate the international perspective where relevant to enhance their experience.

The learning will incorporate through examples and case studies the Principles for Responsible

Management Education (PRME): sustainability, social responsibility, responsible leadership and ethics.



Topics in Development and Environmental Economics | 6044ECN

The aim of this module is to provide students with an opportunity to critically study a variety of topics drawn from the fields of development and environmental economics and issues that arise at the intersection of the two. On completion of this module, students should be able to appreciate relevant theories, evaluate them, and be able to apply them to practical economic issues and policies.

This module explores the uses of economic analysis in investigating the drivers, consequences and potential solutions to issues concerning the environment and economic development, especially as countries transition from low income to middle- and high-income status. It provides students with an understanding and evaluation of the crucial concept of sustainability and implications of economic activity and development on the natural environment. It equips students with the knowledge to assess the impact of a range of development strategies and determine the optimum levels of environmental resource usage. Students explore alternative ways of attaining both environmental and development targets and methods of valuation of environmental resources.



Topics in Public Sector and Health Economics | 6045ECN

This module critically investigates the development of the market-based model of public services provision and the changing role of governments in the public economy, with a particular emphasis upon healthcare. To achieve its aims, the module introduces, applies and evaluates essential welfare economic concepts and principles. Topics covered include a critical assessment of the optimal scale and scope of public services; the impact of the public management model on performance assessment; the evaluation of healthcare outcome assessment methods; comparative analysis of international healthcare systems; the macroeconomics of health; medical tourism, and the impact of the Covid-19 pandemic.

Where relevant, the underlying controversies relating to the funding, delivery and performance of state healthcare will be investigated by drawing on examples from the wider public services, including education and policing.

This module will be delivered through weekly lectures, workshops and seminars. The learning will incorporate through examples and case studies the Principles for Responsible Management Education (PRME): sustainability, social responsibility, responsible leadership and ethics. Students' learning will be enhanced by relevant internationalisation experiences. In addition, students' learning will incorporate international perspectives to enhance their experience.



International Economics | 5041ECN

The aim of this module is to provide students with the opportunity to develop a thorough understanding of international trade theory, policy and international monetary economics. The trade theory provides various tools to analyse the patterns of trade. The trade element also focuses on new developments such as income inequality effects of trade and the importance of the role of international negotiations in trade liberalisation.

The international monetary element will focus on the role of monetary policy in theories of exchange rate determination and examine the problems inherent in exchange rate systems adopted by various countries. Additionally, the module will cover recent developments in monetary integration, including the implications for the conduct for monetary policy in monetary unions.

In the lectures, concepts and techniques will be outlined. In seminars, problems are discussed, and case studies are analysed. There are elements of both directed and self-directed study.

The learning will incorporate through examples and case studies the Principles for Responsible Management Education (PRME): sustainability, social responsibility, responsible leadership and ethics. In addition, students' learning will incorporate international perspectives to enhance their experience.



Cross-Cultural and Ethical Leadership | 6030SSL

This module will draw on prior modules studied and will use the underpinning principles of behaviour in organisations and how people are managed to consider organisational leadership. The module will give students the opportunity to study leadership theory, particularly authentic and ethical leadership,

and to apply the theory to high profile cases. Students will be encouraged to be reflective and to consider their own skills development in relation to ethical leadership and also to explore the concept that everyone sees the world through a different lens.

Learning will be facilitated through a variety of methods such as lectures, seminars, workshops, online activities and group work. Students are expected to engage in both class-based and online activities and discussions. This module requires students to participate in additional guided reading and self-directed study to reinforce the learning gained from traditional lectures and seminars.



Educator Recognition

At Coventry University Group, we recognize educators for quality of teaching in the following ways:

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

Teaching Voices

The following statement demonstrates ways in which educators at Coventry University Group support sustainability and responsible management in their classrooms.

Ethical Leadership Module

By Mrs Jody Holland (Assistant Professor) and Mr Aineias Gkikas (Lecturer), School of Management.



The Ethical Leadership module is delivered to final-year undergraduate BA Business Management students and draws on core principles of behaviour in organisations and people management to examine how leadership operates in practice. Leadership is explored through the lens of corporate social responsibility and organisational culture, giving students a foundation for understanding how ethical and authentic leadership shape organisational life.

Through contemporary case studies, interactive discussions, and real-world international examples, students analyse, critique, and apply theoretical and industry-led perspectives on leadership to their own developing ethical framework. These contemporary cases, ranging from data breaches to audit failures and high-profile examples of unethical behaviour, are used not only to illustrate theory but to challenge it, prompting students to question how ethical leadership should operate across diverse organisational contexts.

Students are encouraged to be reflective and to consider their own ethical framework as a basis for enhancing their leadership capabilities. They critically examine the skills, knowledge, and competencies required of ethical leaders, evaluate their own strengths and development needs, and identify the steps necessary to cultivate ethical leadership behaviours.



The Ethical Leadership module aligns with PRME by emphasising leaders' responsibility to promote ethical, sustainable, and socially responsible management. By focusing on integrity, accountability, and moral decision-making, the module demonstrates how ethical leaders inspire responsible managerial behaviour and reinforce PRME's commitment to developing ethically minded future managers.

Sustainable Development Goals (SDGs) are embedded throughout the module. Each week, the relevant SDGs are highlighted so students can see how the content contributes to global priorities. The following seven SDGs were addressed during the semester: 3 - Good Health and Well-Being; 4 - Quality Education; 5 - Gender Equality; 8 - Decent Work and Economic Growth; 10 - Reduced Inequalities; 12 - Responsible Consumption and Production; and 16 - Peace, Justice and Strong Institutions.

Continue telling your story

2026 Spotlight on School of Management

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

Spotlight on Transnational Education Partners

Anahuac University, Mexico

Anáhuac University is a Signatory Member of the Principles for Responsible Management Education (PRME). PRME principles are embedded across modules, with a strong emphasis on sustainability, ethics, responsible leadership, and global citizenship. E.g. "Principles of Strategy" and "Digital Economy". These themes are integrated into both curriculum design and assessment strategies as core educational values rather than supplementary topics.

The Project Management module uses case studies related to sustainability, ethics, and social responsibility. This module featured Engineer Aurelio del Castillo, Project Manager at Telcel Peninsular, as a guest speaker. He discussed key challenges in project management and highlighted the importance of sustainability and responsible leadership in the successful delivery of projects.

As part of the forthcoming Collaborative Course Quality Enhancement & Monitoring (C-CQEM) reporting cycle, one objective will be to ensure that each module includes at least one guest speaker from industry. Where appropriate, these contributions will address contemporary Corporate Social Responsibility (CSR) challenges and responsible management practices.

Anáhuac has signed agreements with government agencies and private companies, and it carries out projects in local communities. It also implements waste reduction initiatives. For example, Anáhuac's campuses have solar panels that make their energy consumption self-sustaining. They also have wastewater treatment plants.

AAST, Egypt

The Arab Academy for Science, Technology and Maritime Transport (AAST) demonstrates a strong commitment to the principles for responsible management education through the integration of ethics, sustainability, social responsibility, and community engagement within educational and institutional practices.

Ethics and sustainability are incorporated into the curriculum through modules that encourage students to examine the social, environmental, and ethical implications of business decisions. These themes are frequently explored through case-based discussions and project work. Students are encouraged to evaluate how organisations address climate change, ethical dilemmas, diversity and inclusion, sustainable innovation, and community impact.

Community engagement forms an important element of student experience. AAST actively encourages students to participate in sustainability awareness campaigns, environmental initiatives, volunteer programs, and community service activities. The institution has established targets for community outreach and sustainability awareness, engaging students in practical projects that support climate action, resource conservation, and sustainable development goals. These activities enable students to develop civic responsibility while contributing positively to society.

Evidence from the course Marketing and the Society (MKT421E) demonstrates that students are required to design and implement social marketing campaigns aimed at raising awareness within Egyptian society. Students work on topics within health, environmental, and social sectors and conduct both primary and secondary research. This approach promotes responsible decision-making, social responsibility, and sustainability awareness.

Sustainability is also embedded within graduation projects. For example, a Graduation Project entitled in-class case study “Relo2ma” focuses on reducing food waste by connecting surplus food from restaurants, hotels, and supermarkets with consumers at discounted prices. The project explicitly addresses environmental sustainability, food waste reduction, affordability, and corporate social responsibility (CSR). Students examine how businesses can generate economic value while simultaneously addressing environmental and social challenges.

The module Contemporary Issues requires students to analyse development programs implemented by international organisations such as the United Nations, WHO, UNESCO, IMF, and FAO. Students evaluate programs related to economic development, education, health, equality, living standards, and sustainable development outcomes, encouraging critical thinking about global responsibility and ethical development practices.

Furthermore, community engagement is provided through participation in the “Matbakh (Ramadan Kitchen) Initiative”, organised by Rotaract Cosmopolitan Alexandria during Spring 2026. Staff members and students participated in preparing and distributing meals during Ramadan. This activity demonstrates direct community service, volunteerism, social responsibility, and civic engagement.

MasterStart, South Africa

Several of MasterStart’s microcredentials incorporate real-world business case studies and practical scenarios that require learners to evaluate responsible business practices. Examples include:

- Data Analysis and Visualisation and Data Science for Business Professionals, where learners consider ethical data collection, data privacy, governance, bias in analytics and responsible interpretation of business insights.
- Digital Marketing, which explores responsible marketing practices, ethical customer engagement, consumer privacy, digital trust and brand reputation.
- Practical Agility, where learners examine ethical leadership, stakeholder engagement, organisational change and creating value through collaborative ways of working.
- Digital Sales Management, which promotes ethical selling, customer-centric decision-making, relationship management and responsible commercial practices.

Case studies encourage learners to balance commercial objectives with ethical, legal and societal considerations.

MasterStart incorporates experienced industry experts into programme delivery across its Coventry University portfolio. These experts bring practical workplace experience and frequently discuss responsible leadership, ethical decision-making, customer trust, data governance, organisational culture, digital transformation and sustainable business practices within the context of their industries.

Learners complete applied workplace projects that address genuine organisational challenges within their own employers or professional environments. These projects are designed to improve business performance, operational efficiency, customer outcomes and organisational capability. While not specifically community-service projects, many learners work within organisations that ultimately create positive social and economic impact through improved business practices, customer service and organisational effectiveness.

MasterStart's operating model aligns with several PRME principles through its commitment to accessible, inclusive and responsible education. Examples include:

- A fully online learning model, significantly reducing travel requirements and the associated carbon footprint.
- MasterStart is a paperless company.
- Providing flexible access to professional education for working professionals across diverse industries, geographic locations and backgrounds.
- Promoting inclusive learning environments where diverse perspectives and experiences enrich discussion and collaboration.
- Encouraging responsible business leadership, ethical decision-making and workplace application across programme delivery.
- Designing learning experiences that enable professionals to implement positive organisational change, creating long-term value for both businesses and the communities they serve.



Research

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

How We Define Research

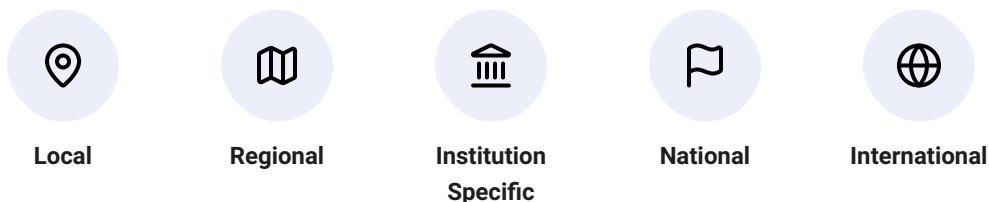
Climate change, resource scarcity, biodiversity loss and energy security all present complex global challenges affecting every country and industry. Through our interdisciplinary research and strategic partnerships, we directly address these challenges, generating the evidence, technologies and innovations needed to inform effective action and sustained long-term impactful solutions.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Coventry University Group was awarded funding for research that is:



Socializing Research

In 2025, Coventry University Group contributed research findings to:

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

Research Projects

In 2025, Coventry University Group reported 11 research projects that implemented responsible or sustainable activities.

Cultural Resilience, Religious Faith and the intersection of Generative and Agentic Artificial Intelligence

Period Covering: June, 2025 - March, 2026

Department: Centre for Peace and Security

Religious faith remains a cornerstone of identity and resilience, especially within marginalised communities, in the UK. However, the rapid advancement of generative and agentic AI has profound ethical, pastoral, and theological implications for religious practice, spirituality, and cultural resilience. Recent advances include immersive, personalised simulations of religious experiences, digital simulations of deceased persons, and AI models able to speak in “the voice of God”.

Such innovations raise profound questions about religious experience, the soul, consciousness, personhood, and omniscience. AI can challenge faith but also presents new ways to discuss and disseminate religious concepts. This can resource progressive and reactionary spiritualities, impacting human security. AI could be used to analyse religious texts and generate new interpretations of scripture, leading to deeper understanding.

However, it could also be used to foment conflict and hatred towards religious communities. A detailed study of the ethical and pastoral potential of AI in relation to religion is vital. AI’s potential to displace jobs will also impact the pastoral responsibilities of religious institutions and their commitment to the marginalised.



‘Faithful’ Mothers and the Politics of Nurturing Future Secular Citizens

Period Covering: May, 2025 - July, 2025

Department: Centre for Peace and Security

Mothering remains highly understudied, particularly in relation to non-mainstream models of mothering. In a world ridden with inter-communal conflict, this fellowship will build a body of scholarship and a research network to explore the significant but unrecognised roles that mothers play in the formation of citizens and state-building, during and beyond times of conflict. By exploring

how mothers navigate everyday faith and the pushes and pulls of the largely secular contemporary state, this project will forefront their socio-political agency, reinstating them as influential actors and not just victims of conflict.

In a cutting-edge move, the project brings together mothering practices among minority faiths from the global south, to reflect on their analytical, social and political relevance for diasporic communities in the global north, thereby laying the ground for future, expensible collaborative engagements around fathering and non-normative parenting.



Building Disability Inclusive Research Culture in Indonesia Higher Education (BRIDGE-HE)

Period Covering: March, 2025 - August, 2026

Department: Centre for Global Learning: Education & Attainment

This project builds on the networks and best practices of three earlier collaborations between Coventry University (CU), Universitas Negeri Malang (UM), and Universitas Muhammadiyah Ponorogo (UMPO). BRIDGE-HE will enable this extended collaboration to achieve the objective of developing a co-created strategy for informing higher education policy and practice through a participatory approach focused on addressing disability inclusive research culture and environments at UMPO, UM, CU and beyond. The project will develop inclusive research culture from under/postgrad programmes to wider research environments, and into research careers, particularly engaging women in research culture.



Engagement Collaboration: Water Bonds to Mitigate Environmental Risks

Period Covering: January, 2025 - July, 2025

Department: Centre for Financial & Corporate Integrity

Water is indispensable for life, health, and human activities. As such, sustaining water resources and addressing their scarcity is an urgent global challenge. Latin American countries on the DAC list, like Brazil, are under enormous pressure to manage water resources sustainably. Over 100 million

Brazilians lack access to safe sanitation, and more than 200 million rely mostly on hydropower for electricity (OECD, 2022), highlighting the urgent need for innovative solutions. Addressing these issues requires leveraging financial instruments that can drive sustainable environmental projects effectively.

With a specific focus on Brazil, the proposed research aims to integrate an environmental risk approach into analysing the impacts of green bond investments, specifically on water resources. Green bonds are financial instruments designed to fund sustainable environmental projects, such as infrastructure, to address water-related challenges. However, their actual environmental effectiveness and transparency remain underexplored (Ehlers et al., 2020, Jia, 2023, Fatica and Panzica, 2021).



From Farm to Family: Digital Inclusion for Equitable Access to Local Food

Period Covering: November, 2025 - March, 2026

Department: Centre for Agroecology, Water, and Resilience

This project addresses two intertwined challenges: many small producers lack the digital skills, tools, or confidence to sell online, and many low-income households face digital barriers to accessing affordable, nutritious, locally sourced food. Currently, households eligible for welfare support—through Healthy Start and Best Start Foods prepaid cards—struggle to use these benefits beyond supermarkets.

The project seeks to bridge this divide by combining digital training, device provision, and creating the first technical interface that enables welfare cards and secure digital vouchers to be used on the Open Food Network (OFN UK). In doing so, it aims to expand equitable access to healthy food, channel public funds into local economies, support small producers, and contribute to the national evidence base on digital inclusion linked to local food access.



Integrating Informal Settlements into Sanitation Policy: Addressing a Barrier to South Africa Achieving SDG6.2

Period Covering: March, 2025 - October, 2026

Department: Centre for Agroecology, Water and Resilience

This project will investigate to what extent informal settlements are considered in local and national policies around the provision of drainage and greywater management, and whether and how such policies and their local implementation were developed using evidence to ensure they take account of local contexts. The project will base its investigations in the Western Cape province of South Africa, using accessible documentation and engagement with local stakeholders to analyse whether evidence of specific needs and conditions of informal settlements has been effectively integrated into policy.

The Sustainable Development Goals (SDGs) include SDG6, whose ambition is to provide clean water and sanitation for all by 2030. For South Africa, this is proving difficult, particularly when 24% of the urban population lives in informal settlements, generally lacking drainage for runoff and management of greywater. The proposal can remove one potential barrier to South Africa achieving SDG6 and improving human and environmental health.



Agroecology Partnership

Period Covering: October, 2025 - December, 2033

Department: Centre for Agroecology, Water and Resilience

Agroecology Partnership is an ambitious, large scale European research and innovation initiative between the European Commission, Member States, Associated Countries and Third Countries, with a total of 111 universities and multi-actor partners from 31 countries. Through this collaboration, the project mission is to unlock the transition to agroecology so that farming systems are resilient, productive, prosperous and place sensitive, as well as climate, environment, ecosystem, biodiversity, and people-friendly by 2050. [Main project website](#)

Project Objectives

- **An EU-wide network of living labs and research infrastructures** – the project has developed a strong and empowered network of LLs and RIs, currently comprising 39 LLs and 16 RIs, including the [Coventry Agroecological Living Lab](#) (CALL)
- **Capacity building** – young scientists are assisted and provided with budget for scientific exchange. This stimulates knowledge exchange among all stakeholders and the next generation in the field of agroecology through training and the valuing of LLs as knowledge transfer arenas.
- **Monitoring of the transition towards agroecology** – the project develops an innovative and conceptual framework methodologies, indicators and tools to monitor and evaluate the transition to agroecology in Europe.

Coventry University researchers are working throughout the project, and lead on work to manage and operationalise activities co-created by the network of LLs and RIs.



Understanding Existing PFAS Emissions in Water Electrolysers and FC Through Existing Fluoride Measurement Techniques

Period Covering: March, 2026 - August, 2028

Department: Centre for E-Mobility and Clean Growth

UPeM (Understanding existing PFAS emissions in water electrolysers and FC through existing fluoride measurement techniques) is a Horizon Europe (HORIZON) funded by the European Commission. The UPeM project main target is to establish a harmonised protocols for sampling and analysis of PFAS in different in- and out-streams (liquid, gas, aerosol) from PEMFC and PEMWE and for the quantitative validation of PFAS release in FC and WE operation, while also improving the understanding of the root cause(s) of the PFAS release. (Role: Partner); (2025-2027).



Green for All

Period Covering: September, 2025 - August, 2028

Department: Centre for Agroecology, Water and Resilience

Through the 'Green for All' scheme, nature will be a central part of Coventry's future. The funding will help us understand the perceptions of our green and blue spaces, and the barriers and opportunities surrounding their use. The funding will enable us to co-create strategies and designs to revitalise parks, create new community gardens, restore waterways and develop natural corridors bringing vibrant, accessible green spaces closer to where people live. The scheme will also support the creation of school allotments, offering children a hands-on experience with nature and inspiring the next generation.



Civilian to Civilian Protection: Exploring Women's Unarmed Protection Strategies in Conflict Affected Contexts -The Case of Ethiopia

Period Covering: October, 2025 - March, 2027

Department: Centre for Peace and Security

This pilot research project investigates women's unarmed community protection strategies in conflict-affected contexts, with a focus on Ethiopia. Civilian protection (PoC) has traditionally relied on militarised interventions; however, the emerging concept of unarmed civilian protection (UCP) shifts focus to nonviolent, community-led strategies, emphasising local agency. Despite growing interest in UCP, the specific role of women in these initiatives remains under-explored especially in Ethiopia. This study addresses that gap by examining the grassroots, nonviolent methods women employ to protect themselves and others during violence and armed conflict.

Drawing on feminist security studies and nonviolence theory, the research will generate new empirical insights into women's protective agency. The findings will advance theoretical understanding through feminist security and non-violence theory, and inform policies, such as the UN Women, Peace & Security Agenda and the UN policy on Civilian Centred approach to Protection of Civilians (PoC) on gendered approaches to UCP.



StamiNa - Sustainable Transport and Affordable Mobility Through Innovation in Na-ion Technology

Period Covering: July, 2025 - September, 2026

Department: Centre for E-Mobility and Clean Growth

A project team led by Swansea University, with partners Coventry University, Batri Ltd, Strathmore University (Kenya), AceOn Group and Federal University of Technology Owerri (Nigeria) aim to demonstrate and validate a new sodium ion-battery (SIB) technology through a prototype swappable battery pack designed for e-mobility applications in East Africa.

SIBs could offer an alternative to lithium iron phosphate (LFP) batteries for the transition to electric mobility in Sub-Saharan Africa – they are easier to transport and do not have the same supply chain vulnerabilities. In collaboration, Batri and Swansea University have developed a SIB technology employing Prussian White cathodes and coal-derived hard carbon anodes with a predicted energy density that exceeds commercially available SIBs, making it competitive with LFP. Unlike alternatives, Prussian White is synthesised in water under mild conditions and is free of nickel and cobalt. This enables an energy-efficient production process that significantly reduces environmental impact and opens the potential to establish local supply chains.



Research Awards

In 2025, Coventry University Group was awarded 4 research awards for responsibility- and/or sustainability-related research.

University Alliance Global Impact Award

Granter: University Alliance

Grantee: Dr Alison Halford and Dr Jonathan Nixon

Award Description:

Global Impact Award: Solar Energy Transitions (SET): Inclusive E-cooking in Sub-Saharan Africa project, Coventry University

"University Alliance is a group of 17 professional and technical universities in the UK, united by a shared commitment to innovation, inclusivity, and real-world impact.

The Alliance Awards were established to highlight the outstanding achievements and groundbreaking work undertaken by individuals and teams at its member universities, across research, teaching, partnerships with industry, and public engagement."

The Connected and Autonomous Vehicles Award

Granter: City Transport and Traffic Innovation

Grantee: Rakib Abdur, Stewart Birrell, Adam Bogg, Hesam Jadidbonab, Marko Medojevic, Kevin Vincent

Award Description:

The City Transport and Traffic Innovation (CiTTi) Awards celebrate achievements in urban mobility and transport innovation across the UK.

Solihull & Coventry Automated Links Evolution (SCALE) is a collaborative initiative aimed at demonstrating real world Level 4 autonomous shuttle services along a high demand corridor at the strategically significant UK Central Hub, home to the NEC and forthcoming HS2 Interchange station.

As one of six Commercialising CAM: Deployment projects across the UK, SCALE is part of the Department for Business and Trade (DBT)'s support to the development and growth of the UK Connected and Automated Mobility (CAM) sector and was funded by UK Government.

Led by Solihull Council, the SCALE consortium brings together expertise from Warwick Manufacturing Group (WMG), University of Warwick Coventry University, Transport for West Midlands (TfWM), Ohmio, the NEC, Coventry City Council, IPG, and dRISK.

Best Abstract Award for Nurses and Allied Health Professionals

Granter: European Society of Intensive Care Medicine

Grantee: Agnieszka Lewko

Award Description:

Award for the abstract titled "Physiotherapy Provision and Practice: A EuropeAn Intensive CarE Unit (ICU) Survey (PEAiCE) – mapping of ICU physiotherapy in Europe"

BISA Equality, Diversity and Inclusion Prize 2025

Granter: British International Studies Association (BISA)

Grantee: Jessica Northey

Award Description:

The award recognises an individual or group that has made significant contributions to promoting a more inclusive discipline through, including but not limited to, publications, events, mentorships, public engagement, and service to BISA. This could be in relation to a range of areas, e.g. gender, disability, class, LGBTIQ+ and Black and minority racial and ethnic under-representation.

Continue telling your story

Concordat-letter-12.2.2026

View document  Download document 

CAWR April 2026 Newsletter

View document  Download document 

CAWR May 2026 Newsletter

View document  Download document 

CAWR June 2026 Newsletter

View document  Download document 

CAWR conference Schmutz & Venn (2026) Valuing
silvo-arable ecosystem services for agroforestry
certification

View document  Download document 



Partner

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

How We Define Partner

We are pleased to partner to advance responsible and accountable management education and practice. We do this through inviting industry partners into lectures, events and live industry projects.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Financial Times
- ❖ Local institutions and associations
- ❖ Quacquarelli Symonds (QS)
- ❖ Responsible Futures UK
- ❖ Business Graduates Association (BGA)
- ❖ People and Planet University League, UK
- ❖ University Councils
- ❖ Times Higher Education (THE)
- ❖ EFMD (European Foundation for Management Development)

Student Organization Partnerships

- ❖ Enactus
- ❖ Responsible Futures



Practice

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

How We Define Practice

Our Group 2030 strategy and Sustainable Development Strategy has defined our intentions for responsible practices across all our organisational priority areas. We have now seen how these commitments taking affect, with active decarbonisation projects, and policies and commitments in place to steer sustainability across our practices and impact areas.

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Campus operations guides
- ❖ Curriculum guidelines
- ❖ Greenhouse gas emissions
- ❖ Equity reporting (DEI, EDI, etc.)
- ❖ AI use guide
- ❖ Accreditation body recommendation documents
- ❖ Ethical leadership or good governance policies
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water

Policy Documents Related to RME and/or Sustainability

University sustainable-development-strategy-pdf
compressed

View document  Download document 

coventry-university-group-decarbonisation-strategy-
web

View document  Download document 

Practice Awards

In 2025, Coventry University Group received 3 awards for responsible and/or sustainable practices.



Coventry and Warwickshire Business and Community Awards: Planet Saver – Green Business of the Year 2026

Granter: Coventry and Warwickshire Chamber of Commerce

Grantee: Coventry University Group

Award Description:

Coventry University Group has been named as a Planet Saver for its commitment to becoming net zero and reducing its impact on the environment.

The university was presented with the Planet Saver – Green Business of the Year 2026 prize at the Coventry and Warwickshire Chamber of Commerce's Business and Community Awards. The award recognises the overall achievements of the education group in taking real action to reduce its environmental impact and build a greener future.

The driving force behind the award was the university's project to join the city's district energy network which is expected to cut carbon emissions by more than 1,300 tonnes a year - more than a fifth of the university's annual emissions from fossil-fuel heating.

A total of 11 buildings on the city centre campus are now connected to the 6.6km underground system which supplies heat from Coventry's Energy from Waste (EfW) Facility on London Road.

The project is supported by almost £13 million from the Government's Public Sector Decarbonisation Scheme which has also been used to install around 800 new solar panels across campus and to reglaze the university's Elm Bank building to improve energy performance.

Judges at the Business and Community Awards praised Coventry University's initiatives "that are already reducing emissions and supporting the wider community", with other examples including the Green Futures Innovation Accelerator which supports SMEs in developing clean transport solutions and the West Midlands Net Zero Skills Report produced by the university to identify local green skills gaps and the urgent need to address them.

The Coventry University Group is accelerating progress toward net zero carbon by 2030 and we're now delivering impactful decarbonisation projects. This year we have turned strategy into action, seeing

how this can bring real benefit to the business, to our staff and students and the physical environment.

Dr Clive Winters, Pro-Vice-Chancellor (Strategy and Governance) at Coventry University

Green Flag Award

Granter: Keep Britain Tidy

Grantee: Coventry University

Award Description:

The Green Flag award is the international benchmark for well-managed parks and green spaces, recognising exceptional environmental standards, excellent visitor experiences and strong commitments to sustainability and biodiversity. Coventry University are proud to have achieved the award every year since 2013.

Bee's Needs Champion

Granter: DEFRA

Grantee: Coventry University

Award Description:

The awards recognise and celebrate examples of exceptional initiatives undertaken by local authorities, community groups, farmers, businesses and individual people to support pollinators. Whether that's creating a wildflower patch, educating the local community about pollinators, or taking special measures on your farm.

Practice Voices

The following statement from stakeholders at Coventry University Group demonstrates our commitment to sustainable and responsible practices.

Award-Related Quotations

Individual quotes below in relation to awards received:

Ref: District energy and decarbonisation projects

"Coventry University Group is accelerating progress toward net zero carbon by 2030 and we're now delivering impactful decarbonisation projects. This year we have turned strategy into action, seeing how this can bring real benefit to the business, to our staff and students and the physical environment".

Dr Clive Winters, Deputy Vice-Chancellor, Strategy and Governance

Ref: Green flag and bees needs award

“Environmental sustainability is at the heart of everything we do and this award recognises the investment and commitment we have made over many years to create a greener and more sustainable campus while supporting our ambition to reach net zero by 2030.

From enhancing biodiversity and reducing carbon emissions to supporting innovation and regeneration across the city, we are determined to make a positive difference for our students, colleagues, communities and the wider region.

Retaining Green Flag status for the 13th consecutive year is an incredible achievement and one everyone involved should be proud of.”

Professor John Latham CBE, Vice-Chancellor of Coventry University and Group CEO



Latest news: Coventry University retains Green Flag Award for 13th year as bee-friendly campus earns DEFRA recognition

"Our green spaces support biodiversity in the heart of Coventry while providing places for people to relax, connect and thrive. We're particularly proud that our pollinator-friendly habitats, including wildflower meadows, have been recognised through a DEFRA Bees' Needs Champion Award. Supporting bees and other pollinators is an important part of our commitment to biodiversity on campus."

Jamie Whitehouse, Grounds and Public Realm Manager at Coventry University

Continue telling your story

annual-sustainable-development-report-2025

View document  Download document 



Share

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



How We Define Share

We share our sustainability successes, challenges, and learning with our stakeholders through annual sustainable development reports, newsletters, webpages, and staff and student networks. Through transparent communication and knowledge exchange, we foster collaboration, collective learning, accountability, and continuous improvement in support of our values and sustainability ambitions.

Engagement Opportunities

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

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

Communication Audiences

Coventry University Group communicates its policies and progress on sustainable development and responsibility with:

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

Sharing Voices

The following statement from stakeholders at Coventry University Group demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Royal Society of Edinburgh-Funded SDGs Collaborative Workshop

The recently delivered Royal Society of Edinburgh funded collaborative workshop on “**Challenges and Opportunities in Embedding Sustainable Development Goals (SDGs) within Accounting & Business Curriculum**” represents a strong contribution to the Principles for Responsible Management Education (PRME) agenda within the College of Business & Law.



17/06/2026



RSE Workshop @Coventry Univeristy on SDGs and Accounting Curriculum

Delivered in collaboration with Abertay University (lead), Coventry University, University of Bedfordshire, and Sheffield Hallam University, this initiative reflects a shared commitment to advancing responsible management education through cross-institutional partnership, aligning closely with PRME Principle 5 (Partner) by fostering collaboration between institutions to generate collective impact.

The workshop directly supports PRME Principle 1 (Purpose) by contributing to the development of students as future generators of sustainable value for business and society. Through discussions focused on embedding SDGs into Accounting and Business curricula, colleagues explored how education can better prepare graduates to respond to global challenges with responsibility, ethical awareness, and sustainability-driven thinking. This is particularly relevant in a rapidly evolving higher education landscape, where sustainability is becoming a core expectation rather than an optional addition.

In alignment with PRME Principle 2 (Values), the workshop emphasised the importance of integrating global social responsibility into academic activity including curricula. Participants actively engaged in exploring how SDGs can be meaningfully embedded within teaching practices, ensuring that sustainability, ethics, and societal impact are explicitly reflected in curriculum design. The strong engagement and openness demonstrated by participants created a collaborative environment that encouraged critical reflection and shared ownership of embedding responsible values in education.

The workshop also contributed significantly to PRME Principle 3 (Teach) by enabling the exchange of innovative pedagogical approaches for embedding sustainability. Discussions highlighted practical strategies for curriculum transformation, including module redesign and assessment innovation, ensuring that SDGs are not treated as standalone topics but are integrated holistically within Accounting and Business programmes. These discussions were strongly aligned with the QAA Subject Benchmark Statement for Accounting, reinforcing the incorporation of ethical, societal, and sustainability considerations into subject-level teaching and learning.

From a research perspective, the workshop advances PRME Principle 4 (Research) by drawing on findings from the RSE-funded project and integrating them into academic dialogue and practice. The event provided a platform to disseminate research insights while also gathering sector-wide perspectives, thereby enhancing the relevance and application of research outcomes in curriculum development. This iterative relationship between research and teaching strengthens evidence-based practice in sustainability education.

Furthermore, the workshop facilitated meaningful dialogue consistent with PRME Principles 5 and 7 (Partner and Share). The active participation, enthusiasm, and willingness of attendees to share perspectives fostered rich discussions around challenges and opportunities in embedding SDGs. This inclusive and reflective dialogue enabled the co-creation of ideas and reinforced the importance of collective academic engagement in driving curriculum innovation.

The success of this initiative was underpinned by strong institutional and professional support. The encouragement and trust from the Senior Leadership Teams within the School of Economics, Finance and Accounting and the College of Business & Law were instrumental in enabling the delivery of this workshop. Additionally, the collaborative efforts of the project team and the professionalism of colleagues involved in planning and execution ensured a seamless and impactful event.



Overall, this workshop represents a meaningful step towards embedding sustainability within Accounting and Business education. It contributes not only to institutional PRME commitments but also to broader sectoral efforts to align higher education with the SDGs. The insights generated will inform ongoing curriculum development, research dissemination, and future collaborative initiatives, reinforcing a sustained commitment to responsible management education.

Dr Mehul Chandrakant Chhatbar
Assistant Professor, College of Business and Law.

SIGNATORY

Coventry University Group



Address

Priory Street, Coventry, West Midlands, CV1 5FB
United Kingdom



Website

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