

PRME SHARING INFORMATION ON PROGRESS REPORT

2019

HUDDERSFIELD BUSINESS SCHOOL

As an Advanced PRME signatory, Huddersfield Business School is pleased to communicate its SIP Report 2019 and commit to the Principles of Responsible Management Education (PRME). Since 2016, the School has focused on developing, with its stakeholders, its vision and mission, which we believe are appropriate to the context in which Huddersfield Business School operates, a business environment which is ever more interconnected and global, and to the school's ambitions, which align closely with the University's own ambitions, to be internationally recognised.

Vision and Mission

Building on our strong heritage and regional links, our vision is to be internationally renowned for responsible management education, a high quality learning environment, meaningful engagement with communities and organisations and impactful research.

Our mission is to undertake responsible teaching, research and enterprise that enable students to fulfil their academic, professional and personal potential, and to enrich the communities and organisations with which we interact.

Values

Huddersfield Business School is committed to the values: of enhancement of professional, scholarly and wider communities; supportive and inclusive culture geared to personal development; a challenging and inspiring learning environment, yielding resilient and responsible graduates; professionalism and responsibility in all that we do; sound financial management and continual improvement of our processes. Huddersfield Business School is pursuing various accreditations including AACSB, Athena Swan and the Small Business Charter.



The School undertook revision of all its postgraduate taught provision, aligning all programmes against the Sustainable Development Goals and the UK's Industrial Challenges strategy. It is recognised that this activity and the activities of the External Engagement and Business Development team will be integral to the PRME principles of Student Engagement, Research and Enterprise and Partnership to our stakeholders.

A handwritten signature in black ink, appearing to read 'Jill Johnes'.

Professor Jill Johnes

Dean of Huddersfield Business School

PRINCIPLES

Principle 1: PURPOSE

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2: VALUES

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3: METHOD

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

TEACHING

As part of our commitment to PRME, Principles 1, 2 and 3 are addressed through developments in curriculum design, specifically, the revision of learning outcomes at programme and module level, taught content and teaching approaches. Particular revisions at undergraduate and postgraduate level are described below.

Undergraduate Programmes and Modules

Of note, are revisions to the first year of Business Management programmes that share a common first year, in which students undertake the module 'Responsible Business Enterprise'. The newly introduced module, offered to undergraduate students on the BA Business Management programme, adopts an integrative approach towards examining business ethics and corporate social responsibility issues. Here, students engage in tutor-led discussions of ethical dilemmas and develop the ability to critique extant articles exploring corporate actions undertaken to resolve global social and environmental responsibilities.

Once students have gained insights and skills to identify Corporate Social Responsibility (CSR) issues and ethical business challenges, they engage in applying this understanding by developing new ideas to resolve key social, economic and environmental challenges through the development of a social enterprise business solution.

Collectively, the module integrates academic theory and understanding with the development of strategic thinking and new venture creation skills in students, in relation to CSR.

At final year students are offered both core and optional modules. One example includes the Business Responsibility and Sustainability module, offered as a core module in selected pathways on the BA Business Studies programme.

This module introduces international students to CSR and corporate sustainability. It adopts a stakeholder issues approach towards exploring dynamic social and economic responsibilities encountered by business corporations, and then enables students to extend this understanding towards discussing the inter-relationship between global environmental challenges and sustainable corporate behaviour.

International students are thus provided a strategic understanding of the importance for corporations in upholding their social, economic and environmental responsibilities towards multiple stakeholders. Other examples of optional modules include Social Enterprise and Environmental Policy in the final year. The Social Enterprise curriculum covers globalization, active citizenship and sustainability (within wider ethical concerns).

Here, content is aligned to the United Nations' Sustainable Development Goals to help students learn more about how they can think of creative and innovative interventions to address socio-economic challenges that people and communities around the world face.

Students are challenged to think of innovative ways to address some of the most intractable social problems that societies face today through enterprise.

This entails recognising that not all businesses are focussed on generating profits and capital gain – some seek to engage in economic activities that are also commensurate with social justice and the preservation of the environment.

This module makes extensive use of case studies (UK and global) to encourage students to reflect and reconcile what they have learnt in lectures with real social enterprise examples.

This prepares students for the summative group presentation which requires students to propose social enterprise venture opportunities. The module also incorporates peer learning – an intervention that enhances students' learning and achievement through activities in which they can learn from each other.

Guest speakers feature on both the Environmental Policy and Social Enterprise modules helping to bring real world examples into the classroom and enable the students to understand what it means to practice responsible management.

Postgraduate Programmes and Modules

The School's postgraduate taught provision has included a specialist course on Risk, Disaster and Environmental Management since 2007. As part of a major review of all postgraduate programmes in Huddersfield Business School, the issues covered in this course are now available across many of the new courses. This includes some new specialist courses: MSc Sustainable Supply Chain Management, MSc Sustainable Supply Chain Management with Humanitarian Challenges, MSc Sustainable Business Leadership and MSc Leadership and Communication and Humanitarian Challenges.

A completely new option pool now includes a range of modules that address sustainability issues, including The Circular Economy, Corporate Governance, Managing Sustainability Challenges, and Global Business and Human Rights.

In addition all postgraduate taught programmes in Huddersfield Business School are now benchmarked against the Sustainable Development Goals, although the range of SDGs addressed will depend on the options students take.

The table overleaf demonstrates those covered in the core modules. In preparation for the new academic year, course teams have been exploring how each module can be mapped against specific SDGs, thereby creating coherence across the curriculum and bringing emphasis to the goals.

Ethics and responsibility are also addressed through the Assurance of Learning agenda (AoL) and embedded in the options for extended pieces work, including: the Research Paper; Consulting Projects and the new 'Launch a Venture' option.



| Modules | 1 NO POVERTY | 2 ZERO HUNGER | 3 GOOD HEALTH AND WELL-BEING | 4 QUALITY EDUCATION | 5 GENDER EQUALITY | 6 CLEAN WATER AND SANITATION | 7 AFFORDABLE AND CLEAN ENERGY | 8 DECENT WORK AND ECONOMIC GROWTH | 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE | 10 REDUCED INEQUALITIES | 11 SUSTAINABLE CITIES AND COMMUNITIES | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION | 13 CLIMATE ACTION | 14 LIFE BELOW WATER | 15 LIFE ON LAND | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIPS FOR THE GOALS |
|---|--------------|---------------|------------------------------|---------------------|-------------------|------------------------------|-------------------------------|-----------------------------------|---|-------------------------|---------------------------------------|---|-------------------|---------------------|-----------------|---|-------------------------------|
| Strategic Management | | | | | | | | | | | | | | | | | |
| Ageing Society | | | | | | | | | | | | | | | | | |
| Management Science and Modelling | | | | | | | | | | | | | | | | | |
| Marketing Management | | | | | | | | | | | | | | | | | |
| Financial Reporting | | | | | | | | | | | | | | | | | |
| Humanitarian Challenges | | | | | | | | | | | | | | | | | |
| Investment Portfolio Management | | | | | | | | | | | | | | | | | |
| Management Accounting | | | | | | | | | | | | | | | | | |
| Leading, Managing and Developing People | | | | | | | | | | | | | | | | | |
| Society, Culture and Philosophy | | | | | | | | | | | | | | | | | |
| Principles of Finance | | | | | | | | | | | | | | | | | |
| Productivity Improvement | | | | | | | | | | | | | | | | | |

See SDG mapping table in Appendix A

STUDENT ENGAGEMENT

Students on our marketing courses have the opportunity to contribute to the local and regional business community by conducting research in response to live briefs provided by a range of SMEs, charities and other third sector organisations.

Working in small teams, the students design and carry out market research to assist these organisations in addressing a variety of marketing challenges and opportunities. During the last academic year, one team of students conducted research to help a local children's charity better its understanding of how to engage and recruit younger volunteers.

Another team researched the best way for a small business to work with customers (in this case teachers) to introduce a practical educational system designed to encourage children to learn about environmental sustainability issues and healthy eating, through growing their own vegetables at school.

Engaging with businesses in this way enables our students to develop their research skills and to apply their marketing knowledge to help solve typical marketing problems that businesses face.

Additionally, such collaborations are mutually beneficial in that many of these organisations would not have been able to undertake the research themselves due to limited resources and budgets.

Another example includes the Legal Advice Clinic (LAC) which permits Law students to engage directly with clients. These clients are disadvantaged, marginalised and vulnerable members of Huddersfield's community. The LAC provides a 'Drop-in service' on Wednesday afternoons, where solicitors from different law firms in Huddersfield, provide free legal advice to them. More details on this activity is discussed under Principle 5, PARTNERSHIPS.

These activities provide our students with a unique opportunity to practice and hone requisite professional skills that many employers are looking for in graduate students.



ENACTUS HUDDERSFIELD

As part of the global Enactus not-for-profit network, dedicated to inspiring students to improve the world through entrepreneurial leadership, the Huddersfield branch was launched in 2017. Enactus Huddersfield is a team of students committed to using the power of entrepreneurial action to transform lives and shape a better, more sustainable world.

Enactus Huddersfield's first project, Glasshouses, has provided affordable, sustainably grown fresh produce for the community and positively impacted the lives of those at risk in the Kirklees area by partnering with local social enterprises Clem's Garden and The Basement Project. Glasshouses led Enactus Huddersfield to be crowned Rookie League Champions at the 2018 Enactus National Expo competition.

With a successful funding application to NUS Student Eats, Enactus Huddersfield has created food enterprise SmoothieHud, and has also introduced Winter Warmers, a project which produces care packages for homeless individuals in Huddersfield.

By using the UN Global Goals for Sustainable Development as a framework for progress, the work of Enactus members transforms both the lives of the people they serve, and the lives of our students as they develop into more effective, value-driven leaders.



Enactus Huddersfield students receiving the national 'Rookie' award at the 2018 Enactus National Expo

PRME Principle 4: RESEARCH

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

In 2017, Huddersfield Business School created SURGE (Sustainability, Responsibility, Governance and Ethics), a research centre designed to bring people together with a passion for promoting sustainability, fairness and accountability in business, government and society.

The new centre has a particular focus on the SDGs and its research informs our teaching and strategic development, as well as influencing practice. SURGE now has more than 80 members including academic researchers and professionals from a wide range of disciplines, stretching beyond its home in Huddersfield Business School, to encompass many different fields, perspectives and approaches.

This inclusive and multi-disciplinary orientation is crucial given the complexity of the challenges which lay behind the Centre's research, as well as Huddersfield Business School's commitment to developing evidence based interventions which make a positive impact in organisations, communities and wider systems.

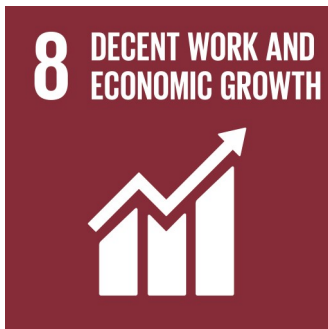
SURGE has four core research clusters: *Sustainable and Resilient Communities, Corporate Governance and Ethics, Responsible People and Professions and Public Policy and Social Justice.*

The team also works on a series of cross cutting themes that have particular relevance to the SDGs. These include enterprise, leadership and communication.

Building on our previous SIP reports, the following research projects demonstrate the activities of all Huddersfield Business School staff that aim to achieve a sustainable, social and environmental impact on a local, national and international scale.



Resocialisation of Prisoners Through Social Enterprise: The APAC System in Brazil



Brazil's penal system is characterised by overcrowding, poor sanitation, rampant lawlessness and violence and is subsequently looking at alternative ways to reduce crime and reoffending.

Research led by Dr Walter Mswaka (Huddersfield) and Brazilian collaborators Prof. Armindo S. S. Teodóio and Dr Maria Moreira (The Pontifical Catholic University of Minas Gerais, Brazil) helps to address the lack of academic evidence on the impact of enterprise activity and training as interventions to reduce recidivism.

Here, the researchers focus on the potential of social enterprise in reducing recidivism in Brazilian open prisons (known as Associations for the Protection and Assistance of the Convicted (APACs), contributing to the upskilling and rehabilitation of prisoners.

The importance of this study lies in the impact that it can make in developing and nurturing entrepreneurship skills amongst prisoners, so that they can take charge of their lives when they are released back into society ([Online-article](#)).

Increasing Sustainable Apparel Consumption



As part of the University's commitment to the Sustainable Development Goals, a number of internal funding initiatives were made available to inter-disciplinary staff teams.

In the context of consumers and sustainability, behavioural change campaigns have had limited success in securing 'responsible consumption' when it comes to apparel.

The team investigated the potential of experiential methods such as interactive upcycling workshops and contemplative theatre performance, as tools to engender a greater awareness of the environmental impact of apparel consumption and help bring about behavioural change to current acquisition/disposal practices.

Consequently, an inter-disciplinary team formed from Huddersfield Business School (Prof. Morven McEachern), Fashion & Textiles (Dr Tracy Cassidy) and Music & Drama (Dr Deborah Middleton) sought to explore the value of more effective and innovative solutions to unsustainable consumption behaviours.

Consumer reactions to the experiential methods were overwhelmingly positive, initiating much reflection and discussion on how they might modify current behaviours. To help build on this study, the research team aim to launch a wider programme of performances to schools throughout West Yorkshire to help educate and encourage consumers to behave more sustainably when buying and disposing of apparel.



Contemplative theatre performance of Clouds in the Cotton Weave©

Fostering Sustainable Food Supply Chains



With regards to improving the sustainability of food supply chains, Prof. Samir Dani and his team are involved in various research projects around food sustainability within the framework of the Triple Bottom Line, a business model which seeks to take account of social and environmental concerns as well as profits. Research examples include:

Food Fraud:

This project investigates the reasons of food fraud and the challenges to reduce these instances. It is primarily important from a sustainability aspect as it impacts on the health of human beings. Fraud causes food waste thus impacting on the security of food, and the ability to create socially relevant sourcing.

The project considers the stakeholders in the food supply chain and the drivers that increase food fraud and food crime.

Food Waste:

This project considers the reasons and processes that cause food waste. It is generally a known fact that globally we waste around 40% of the food we produce, with the bulk of this happening in the developed world. It is important to design and operate supply chains that reduce food loss and waste all the way from farm to fork, thus increasing the volume of nutritious food for the world's growing population.

Research looks at the impact of the lack of infrastructure on food waste; the impact of collaboration and relationships on reducing post-harvest food loss; the impact of inventory management and retail environments on food waste in the consumer world and the impact of technology such as Internet of things and blockchain for increasing traceability and tracking food inventory. One of the team's projects is investigating the challenges to operate 'green restaurants' in the developing world.

Impacting on SDGs 1, 2, 6, 7, 11 12, a number of academics are also looking at food waste and the Circular Economy. For example, Dr John Lever, Dr Fiona Cheetham and Prof. Morven McEachern call for a stronger circular economy to combat food waste (<https://www.hud.ac.uk/news/2018/october/john-lever-supermarket-food-waste/>).

Prof. Morven McEachern's recent collaboration with Dr Caroline Moraes (University of Birmingham), Prof. Lisa Scullion and Dr Andrea Gibson (University of Salford) looked at emergency food aid provision and the transitional experiences of those living with food poverty (<https://research.hud.ac.uk/institutes-centres/surge/src/projects/foodpovertytransitions/>).



Prof. Samir Dani and his team are also examining the food circular economy by considering food waste case studies from bakeries and the confectionery manufacturing sector being turned into animal feed and food waste being turned into energy through anaerobic digestion.

Sustainable Motilities: Understanding Bike-sharing and Walking School Buses



Research undertaken by Dr Alexandros Nikitas focuses on initiatives which enable societies to adopt more sustainable travel behaviour patterns, a precondition for creating more inclusive and prosperous urban futures.

Bike-sharing, a measure designed to inspire a modal shift from automobiles in the context of short inner city trips, is still severely understudied, despite its recent global growth from four schemes in 2001 to 1950 schemes in early 2019 and some scheme failures. Similarly, walking school buses (WSB's) constitute an innovative instrument to inspire voluntary travel behavioural change for school children and their parents that has not yet been tested in many parts of the world.

Research on bike sharing includes attitudinal and behavioural survey-based studies conducted in Sweden and Greece focusing on Gothenburg's successful Styr & Ställ bike-sharing scheme and a hypothetical scheme in Drama, Greece. These studies explore bike-sharing in medium and small-sized cities, a context that has rarely been examined with the usual focus on bike sharing as a first- and last- mile initiative for metropolitan environments.



A study of WSB's conducted in Bradford also sought to improve the understanding of the different challenges and opportunities underpinning travel to school in general, and WSB's in particular, by identifying and discussing six thematic areas of critical importance that explain the decision-making behind potential uptake. These are namely: logistics, safety, trust, health and wellbeing, emotional needs and educational opportunities.



Styr&stall, Gothenburg's bike sharing scheme

Responsible Government Communication

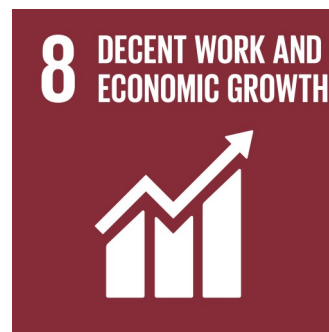
Prof. Paul Willis and Prof. Anne Gregory are commissioned by the Prime Minister's Office and Cabinet Office to deliver Masters programmes and other executive education courses for senior Civil Service communicators.

These cohorts include communication professionals working on a diverse range of SDG related activities on behalf of government departments such as the Foreign and Commonwealth Office, Home Office, the Departments for International Development, Health, Transport, Environment, Food and Rural Affairs, as well as Energy and Climate Change.

Paul and Anne's teaching and research focusses on how these different organisations can work better with complex networks of stakeholders to tackle a host of wicked problems and grand challenges.

In 2016 Paul was also appointed to the Government's Future Communication Council by the Prime Minister's Office while Anne is a regular external reviewer of the communication activity undertaken by Government Departments.

Sounding Out Refugees in Jordan



Globally, there is an unprecedented 56.6 million people forcibly displaced, 22.5 million of them refugees (UNHCR, 2017).

This refugee crisis has attracted growing attention over the past decade, particularly during the period of the Arab uprising between 2011-2016. This rise in the refugee crisis has called for more research to explore their journeys and ways of engaging with refugees within host countries, where entrepreneurship can be seen as one way to support this engagement.

The research project 'Sounding out refugees' was carried out by an inter-disciplinary team of researchers from Huddersfield Business School (Dr Radi Haloub, Dr Deema Refai and Dr John Lever) and the School of Music, Humanities and Media (Dr Toby Martin) at the University of Huddersfield.

The project worked with Syrian refugees in Jordan to explore their journeys and the challenges they face, focusing in particular on how these journeys and challenges lead them to engage in entrepreneurship.

The research highlights the transitory stages that refugees go through, presenting their entrepreneurial journey as a liminal and contextualized one.

Despite the challenges that these refugees face, many of them present with high levels of vocational knowledge and expertise.

Some have, and continue to demonstrate, successful examples of entrepreneurial engagement whereby they are able to overcome the challenges of their context through utilizing minimal resources, thus contributing to the formal and informal, economy.



Dr Haloub (left), Dr Martin (second left) and Dr Rafai (far right) interviewed by Roya TV presenter, Jordan

Financial Ethics and Governance



Financial ethics and governance have long been a focus of research at Huddersfield, reflecting a research group, established more than a decade ago by Professor Chris Cowton, whose conceptual and empirical writing focuses on accounting and professional ethics and on the ethics of various aspects of finance, including banking, socially responsible investment and trade credit.

He recently completed terms as a member of the Ethics Standards Committee of the Institute of Chartered Accountants in England and Wales and on the Board of Trustees at the Institute of Business Ethics – a London-based charity that promotes high standards of business behaviour based on ethical values.

Particular areas of strength exhibited by his colleagues are quantitative studies of corporate disclosure (e.g. voluntary, social, environmental) and corporate governance. The two are often related to each other, for example in some of the work of Dr Ahmed Sarhan and Dr Mohamed Elgagrhi. Professor Basil Al-Najjar and Dr Thitima Sitthipongpanich have particular strengths in examining the antecedents and consequences of corporate governance.

Sustainable and Resilient Communities



Sun drying wild coffee cherries, southwest Ethiopia

[The Sustainable and Resilient Communities \(SRC\) research cluster](#) builds on a long tradition of research at the University of Huddersfield concerning the links between businesses, organisations, ethics and the environment, undertaken in the past by the Centre for Corporate Environmental Management (1995–2002) and the Centre for Enterprise, Ethics and the Environment (2002–2007).

SRC also incorporates the expertise developed by the Wetlands, Environment and Livelihoods Research Group from the School of Applied Sciences (1996 to 2012). This research (over seventeen years) explores practical community solutions to livelihood and resource management issues and was funded by the EU, ESRC, Leverhulme and others. Some of the Key Projects undertaken by the SRC include:

Community Conservation of Wild Coffee & Natural Forest Management in Southwest Ethiopia



This action research project, supported by US and UK funders and led by Prof. Adrian Wood, supports a devolved community-led forest management approach to the *in situ* conservation of a globally important gene pool of wild coffee (*Coffea arabica*) and the protection of natural forests in an ecologically valuable area in the southwest highlands of Ethiopia.

Working across 75 communities, over 100,000 hectares of forest and with 7 non-timber forest product marketing cooperatives the [CCWC-NFM project](#) seeks to empower local people to

take responsibility for forest governance and the protection and prevention of deforestation as well as improve local livelihoods .

This work has built on an earlier [six-year project](#) funded by the EU and the UK Government Darwin Initiative and is implemented with Ethiopian project partner Ethio-Wetlands & Natural Resources Association (EWNRA). [[The Conversation](#)]

Honey, Spice and Jams: Micro-Enterprises to Improve Livelihoods and Protect Forests in Ethiopia



Earlier and current work in southwest Ethiopia has involved the development of a number of forest-based institutions including cooperatives.

The focus of the cooperatives has been on improving the income generated from the sustainable harvesting of forest products, primarily coffee.

In 2018, SRC received a grant from UK government funded [Darwin Initiative](#) to support cooperatives in developing value chains with Ethiopian private sector partners for a number of other non-timber forest products including honey, spices (cardamom, chillies and long pepper) as well as forest fruits and forest mahogany seeds.

These are currently harvested by men and women for domestic use and limited local sale.

Value chain development will help to diversify the range of forest-related income, engaging more women and improving the sustainability of the cooperatives. Increasing the livelihood value of the forest will also help to protect the forest, reducing the likelihood of deforestation to grow crops.

[The project](#) was implemented with Ethiopian project partner Ethio Wetlands and Natural Resources Association (EWNRA) and private sector partners Ethiopian honey company [Apinec](#), fruits company [Ecopia plc](#) (Ecological Products of Ethiopia) and spice company [Nati Spices](#).



Training on bee hive management

Solar Powered Irrigation Resonance Pump (SPIRP)



SRC is working with Prof. John Allport from the University of Huddersfield's [Turbo Charger Research Group](#) and patent holder [Longcroft Engineering](#) on the development of a thermal solar powered water pump.

Existing water pumps available for use in resource poor rural areas in Sub-Saharan Africa and South Asia are usually either labour intensive treadle pumps, which take up valuable time and are often not suitable for the women and children, or motorised pumps which are unreliable and expensive.

SPIRP is a novel Solar Powered Resonance Pump with no moving parts which provides a robust, affordable and sustainable means of pumping water. Simple to use and powered by solar energy, it does not rely on manual labour thus freeing up time for women to do more productive tasks and for children to attend school, helping to improve gender equality and social inclusion, as well as providing a reliable and sustainable water solution.



Farmer feedback session in Zambia on SPIRP

Principle 5: PARTNERSHIP

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

As a result of the aforementioned research activities, Huddersfield Business School academics have collaborated with a number of businesses, enterprises and NGO, examples of which include:

- Apinec, Ethiopian private sector honey processing and marketing company
- Aston University, on food fraud
- EBI (Ethiopian Biodiversity Institute)
- Ecopia, Ethiopian social for-profit company operating as an organic food producer
- Ethio Wetlands Natural Resource Association, an Ethiopian NGO
- iDE (International Development Enterprises), a UK NGO operating internationally
- Jimma University, Ethiopia
- Kirklees Council on local food systems
- Longcroft Engineering, private company based in West Yorkshire
- Brazilian University PUC Minas Gerais on creating more sustainable social enterprises
- Nati Spices, Ethiopian private sector company marketing spices national and internationally
- Northampton University, University College Cork, on food fraud and food waste
- SNNPR (Southern Nations and Nationalities People's Region), Regional Government in Ethiopia on natural resource management
- University of BORAS, Sweden on textiles and the circular economy
- University College Cork, on food fraud

Principle 6: DIALOGUE

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



Networking event at Huddersfield Business School with local SMEs

Partnerships in Action

Led by Dr Julie Davies and her team (Dr Memoona Tariq, Dr Muhibul Haq, Dr Viviana Meschitti, Dr Dinuka Herath and Liz Rivers), the SHARPEN project aims to address the barriers and challenges that ethnic minorities continuously face particularly in SME's.

These groups are excluded through a number of practices ranging from stereotypes, stigmas, and intersectionality (e.g., race, ethnicity, religion etc.).

The team held an event together with local ethnic minority owned micro-enterprises such as Eastern Catering and Engineering, Deluxe Beds, LTR10 Creative and Radio Sangam to discuss issues related to social inclusion.

The event aimed to discuss how social inclusion has an impact on recruitment and retention, health and safety, cultural sensitivity, knowledge management and talent and succession management as well as internationalisation and the value of knowledge transfer partnerships (KTPs).

Another key challenge discussed was the lack of knowledge about the regulatory and institutional environment, negative stereotypes and perceptions as well as language skills.

Feedback from the SMEs was extremely positive, cementing business networks and partnerships throughout the local community.

In the context of diminishing public services, the Legal Advice Clinic (LAC) initiative offers accessible legal services to disadvantaged members of the community who are impacted by some of these reductions (e.g. loss of social housing contracts; Universal Credit sanctions).

Based on successful alliances between the LAC and local firms, the legal services provided by students, businesses and University staff help to facilitate reciprocal knowledge-exchange partnerships.



In addition, these activities also enable Huddersfield Business School to deliver socially impactful evidence around the 4th Sustainable Development Goal on Education, thus, enhancing student learning in a way that cannot be achieved in a classroom environment.

The Knowledge Sandwich is a monthly, informal knowledge sharing forum whereby businesses are invited to come along to a session delivered by an academic on a topic of interest.

The aim is to give business people an opportunity to meet with university staff to discuss matters of mutual interest as well as find out more about what we offer.

The examples demonstrate the application of novel ideas and concepts to real world business and the practice of management.

- Hops and Dreams: Craft Beer, Business and Authenticity (Dave Colley)
- The Circular Economy: Where do you stand? (Dr John Lever)
- Sensory Underload: Tapping into all of your senses for creativity (Dr Leigh Morland)
- Project Management: A mindful approach (Dr Moheeb AbuAlqumbozed).

We are currently undertaking an information gathering exercise to enhance our knowledge of what our academics have to offer to businesses with a view to creating more engagement opportunities going forward.



RESPONSIBILITIES OF HUDDERSFIELD BUSINESS SCHOOL

Research Ethics

Huddersfield Business School Research Ethics Committee recently undertook a review of its Ethical Procedures and ethics training for staff. The Committee's remit is to ensure the University policy relating to academic integrity is fulfilled by scrutinising and approving staff, postgraduate researchers, postgraduate and undergraduate taught research ethics applications.

Community Code of Conduct

The University of Huddersfield is a community brought together by a common focus on education, where staff and students work together to advance teaching, learning and the quest for knowledge. To ensure an accessible and supportive environment in which to learn and work and to foster an atmosphere of respect and understanding which embraces the diversity of its members, the University has an established Community Code of Conduct (<https://www.hud.ac.uk/registry/regulations-and-policies/studentregs/>).

Key Objectives for the Next 24 Months

On fulfilling our objectives in our PRME SIP report 2017, we are committed to achieving the following objectives as part of our PRME renewal of commitment within the next 24 months.

1. To continue to revise and integrate Ethics, Responsibility, Sustainability and Governance related module content across the undergraduate and postgraduate curriculum.
2. To develop the public profile of our Research Centre for Sustainability, Responsibility, Governance and Ethics members and their research activities.
3. To continue to develop stronger research partnerships with both the responsible business community, as well as wider society through our research, as well as membership of related institutions and accreditations.

Appendix A

| Modules | 1 PE PEOPLE | 2 ZERO WASTE | 3 HEALTHY LIFESTYLES | 4 CLEAN ENERGY | 5 EQUALITY | 6 CLIMATE ACTION | 7 AFFORDABLE AND CLEAN ENERGY | 8 INDUSTRIALIZATION, INNOVATION AND INFRASTRUCTURE | 9 SUSTAINABLE CONSUMPTION AND PRODUCTION | 10 REDUCED INEQUALITIES | 11 SUSTAINABLE CITIES AND COMMUNITIES | 12 RESILIENT INFRASTRUCTURE, INDUSTRIES AND TOURISM | 13 GOOD JOBS AND ECONOMIC GROWTH | 14 JUST SOCIAL TRANSITION | 15 USE OF LAND, OCEANS AND Ecosystems | 16 PACIFIC REGION INITIATIVE | 17 LOCAL GOVERNANCE AND LEADERSHIP |
|-------------------------------------|-------------------|--------------------|----------------------------|----------------------|---------------|------------------------|--|---|---|-------------------------------|--|---|--|------------------------------------|---|---------------------------------------|--|
| Quantitative Analysis | | | | | | | | ● | ● | | | | | | | | ● |
| Reward Management | ● | | ● | ● | ● | | | ● | ● | ● | ● | ● | | | | ● | ● |
| Supply Chain Planning and Control | | | | | | | | ● | ● | | ● | | | | | ● | ● |
| The Circular Economy | ● | | ● | | | ● | ● | | ● | ● | ● | ● | ● | ● | ● | | ● |
| Curious Mindset | ● | ● | ● | | ● | ● | | | ● | | ● | | | ● | | | |
| Critical Event Studies | | | | | | | | | ● | | ● | ● | | | | ● | ● |
| Principles of Economics | | | | | | | | | ● | ● | ● | ● | ● | | | | ● |
| Statistics and Simulation Modelling | | | | | | | | ● | ● | | | | | | | ● | ● |
| Leadership, Power Ethics | | | | | ● | | | | ● | | | | | | | ● | |
| Digital Marketing Strategy | | | | | | | | ● | ● | | ● | ● | | | ● | | |
| Judgement and Decision Making | | | ● | ● | | | | ● | ● | ● | ● | ● | | | | ● | |
| Project Management | | | | | | | | ● | ● | | | ● | | | | | ● |

[illegible]

| Modules | 1 NO POVERTY | 2 ZERO HUNGER | 3 GOOD HEALTH AND WELL-BEING | 4 QUALITY EDUCATION | 5 GENDER EQUALITY | 6 CLEAN WATER AND SANITATION | 7 AFFORDABLE AND CLEAN ENERGY | 8 ECONOMIC GROWTH AND EMPLOYMENT | 9 INDUSTRIALIZATION AND INNOVATION | 10 REDUCED INEQUALITIES | 11 SUSTAINABLE CONSUMPTION AND PRODUCTION | 12 CLIMATE ACTION | 13 LIFE BELOW WATER | 14 LIFE ON LAND | 15 OCEANS, SEA AND COASTAL RESOURCES | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIP FOR DEVELOPMENT |
|--|--------------------|---------------------|--|---------------------------|-------------------------|--|---|--|---|-------------------------------|---|-------------------------|------------------------------|--------------------------|---|--|---|
| Application of Behavioural Economics and Decision Making | | | ● | | | | ● | ● | ● | ● | | | | | | | |
| Data Analysis and Visualisation | | | | | | | | ● | | | ● | | | | | | |
| Communications, Business and Society | | | | | | | | ● | ● | | | | | | | ● | ● |
| Contemporary Consumer Engagement | | | ● | | | | | | ● | | | ● | | | | | |
| Logistics and Freight Transport Management | | | | | | | | ● | ● | | ● | | | | | | ● |
| Operations Management | | | ● | | | | | ● | ● | ● | ● | ● | | | | | ● |
| Resourcing and Talent Development | | | ● | | ● | | | ● | ● | ● | ● | ● | | | | ● | ● |
| The Strategy of International Business | ● | | | | | | | ● | ● | ● | ● | ● | | | | ● | |
| The Global Professional | | | ● | ● | ● | | | ● | ● | ● | ● | | | | | ● | |
| Fundamentals of Management | | | | | | | | ● | ● | | ● | ● | | | | | ● |
| Fundamentals of Leadership | | | ● | | ● | | | ● | ● | ● | | | | | | ● | ● |

**PRME
SHARING
INFORMATION
ON PROGRESS
REPORT**

2019

FOR FURTHER INFORMATION

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