



# **Sharing Information on Progress Report**

June 2019

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# Letter from Professor Jill Schofield

Dean, Faculty of Business and Social Sciences  
Pro-Vice Chancellor, Kingston University



Dear colleagues,

Focused on excellence in learning, teaching and research, Kingston Business School is innovative, international and culturally diverse. We offer a full service of higher education, covering Bachelors, Masters and Doctoral education, as well as short courses and bespoke executive education. Our programmes are internationally renowned and accredited by the Association to Advance Collegiate Schools of Business (AACSB), the Association of MBAs (AMBA), the European Foundation for Management Development (EFMD), as well as many professional bodies. With emphasis on creativity and innovation, Kingston University has been rated amongst the top two most successful UK higher education institutions for graduate start-up companies (Higher Education – Business and Community Interaction Survey).

In alignment with business needs and stakeholders' expectations, Kingston Business School proudly became a signatory of the UN Principles for Responsible Management Education (PRME) in 2015. The PRME initiative provides an engagement structure for academic institutions to advance social responsibility through incorporating universal values into curricula and research. The implementation of the PRME Principles in our Business School have benefited from our ongoing commitment to the Ten Principles of the United Nations Global Compact for more than a decade. Being part of the PRME network has supported us to further embed Responsible Management Education in everything we do. As we detail in this report, significant progress has been achieved in the last two years and we remain committed to foster PRME in our Business School. As part of the wider Kingston University, we are influenced by and have an influence on many of the practices at University level as well as the local community and we have highlighted these activities in this report where appropriate.

Kingston Business School is dedicated to student achievement, engaging and interacting with practice and pursuing world-class research. The alignment with the Principles of PRME has strengthened the support provided to students to enhance their ability to act on sustainable development issues, contributing to further embedding sustainability and ethics in the business world and in the global dialogue.

This report communicates our progress on the implementation of the six Principles of PRME at our Business School. We hope you enjoy reading this report and ultimately, that our initiatives also inspire other institutions worldwide to foster Responsible Management Education.

**Professor Jill Schofield**

Dean, Faculty of Business and Social Sciences  
Pro-Vice Chancellor, Kingston University



# Kingston University

## Key facts and figures:

- 16,499 students in total (as of 1 December 2018), including the following total numbers for Kingston Business School:
  - Full-time degree students: 1947
  - Part-time degree students: 346
- 3,158 non-UK students from more than 140 countries, ranging from Afghanistan to Zimbabwe (as of 1 December 2018),
- Over 2,000 staff from a wide-range of backgrounds (for the Business School, just over 100 faculty and 44 support staff, of faculty 50 per cent are from non-UK backgrounds)
- 4 faculties divided into schools
- 4 campuses in and around Kingston upon Thames, in Greater London
- 3,000 student-facing PCs across 4 campuses
- Almost 300,000 print books, plus 200,000 eBooks available for students based at Kingston Hill campus
- 1,000,000 journal articles viewed in 2018
- 16,000 DVDs, CDs and vinyl
- 216 laptops for loan to students
- In 2017/18, the University allocated a total of £2.2m in financial support for students, comprising: 250 Kingston Bursaries for new entrants (£2,000 per student); 140 bursaries for care leavers and learners estranged from their families (£1,500 per student); 35 bursaries for young adult carers (£500 per student); and progression scholarships for
- students receiving a Kingston Bursary the previous year. 118-year history going back to 1899 when Kingston Technical Institute opened
- Full range of policies linked to sustainability and ethical behaviour including Modern Slavery, Equality, Diversity & Inclusion, and Procurement.
- All campus developments, including the Business School building completed in 2012 and the new Town House due to open in 2019, are built with sustainability in mind.

# History

Kingston University has roots going back more than 100 years. Key landmarks in our history include:

1899	Kingston Technical Institute opens, offering courses ranging from Chemistry, Electric Wiring and Building Construction to Nursing, Dressmaking and ClayModelling
1917	Gipsy Hill College for teacher training opens
1926	The Board of Education formallyrecognises the Institute as a Technical College
1930	The Kingston School of Art separates from the Technical College (moving to Knights Park in 1939 and becoming a College of Art in 1945)
1940s	Kingston University started offering Business courses
1946	Gipsy Hill College moves to Kingston Hill
1951	The first Penryhn Road campus buildings open (housing 955 fulltime students; 2,259 part-time students and 2,629 evening students by 1963)
1953	The Technical College opens its first library (with lending services starting in 1954)
1957	The Ministry of Education recognises Kingston as a Regional College of Technology
1963	Gipsy Hill College gains College of Education status
1965	The College of Technologyestablishes its own orchestra
1966	The College of Technologypurchases its first computer, costing £50,000
1970	The College of Technologyand the College of Art merge to form Kingston Polytechnic, offering 34 major courses, 17 of which at degree level
1975	Gipsy Hill College merges with Kingston Polytechnic
1992	Kingston Polytechnic becomes Kingston University  The University obtains the degree-awarding powers for the Business courses offered by Kingston Business School
1993	Roehampton Vale campus building opens
1995	The University acquires Dorich House
1999	The University celebrates its centenary
2012	The new £26million Business School building is opened
2015	Kingston Business School becomes a signatory of PRME

# History (continued)

- 2017 Construction of the new Town House, at Penrhyn Road campus, begins. Facilities will include a learning resources centre, a covered courtyard, cafés and a welcoming and attractive new landscaping scheme across the front of the campus
- 2017 Kingston University wins Guardian University Award for teaching excellence, receiving specific praise for the inclusivity and accessibility of its courses
- 2018 Launch of our new Corporate Plan with its vision, mission and aims
- Kingston Business School and the Faculty of Arts and Social Sciences combined to form a new Faculty of Business and Social Sciences
- The University rises seven places in the Complete University Guide league tables
- The Times and Sunday Times Good University Guide league table for 2019, launched in Sept 2018, also showed Kingston rising seven places. In the guide's first ever social inclusion ranking, Kingston was placed at 18 in the country and was commended for the award-winning work on supporting students from black and minority ethnic backgrounds
- 2019 The University climbed 23 places in the 2019 Guardian University Guide league tables, coming in at joint 58th position, and is placed among the top 10 London institutions
- Kingston School of Art £30m refurbishment project is due to be completed by December 2019.
- The University is proud of its past as a polytechnic, from which enduring commitments to widening participation and vocational and professional preparation are derived. It is ambitious for its future as a university with growing research reputation and international presence, providing leadership for sustainability, regionally and nationally.

# Kingston University

## Vision, Mission and Aims

The University has a proud heritage of educating people and advancing knowledge, making a difference to the world around us; having impact. We will build on this heritage through our commitment to high academic achievement, to supporting an inclusive learning and innovating community, and through a balance of scholarship, research and professional practice.

Developed and refined following extensive consultation with the governing body, staff, student community and external stakeholders, our Corporate Plan provides a strategic framework and strong focus for taking the University forward, clearly articulating its values. Positioning students' learning and campus experience firmly at the heart of everything it does, it also redefines the University's strong commitment to contributing to society and the economy through its academic expertise, research and innovation. Equipping its graduates with the energy, knowledge and confidence to make a noticeable difference in the world around them is also a core principle.

Launched in 2018, our Corporate Plan sets out our overarching goals and character through vision and mission statements and our aims for students, staff and the local and global community.

### **Our vision**

Our students will be sought after for their academic achievements, and their ability to shape society and contribute to the economy.

### **Our mission**

To enhance students' life chances through inspiring learning, advancing knowledge, innovating professional practice and engaging with society.

### **Our aims**

*Our students:*

- will study a curriculum that equips them with the academic, social, and personal skills to prosper in global and diverse environments
- will value their own diversity of backgrounds, identities and experiences
- will learn in an environment of encouragement and support
- will be part of a physical and virtual campus community
- will have varied and extensive opportunities to enhance their practical and professional skills.



*Our staff:*

- will engage with the latest scholarship, research and professional practice to deliver the best possible teaching, curriculum, and student experience
- will produce research that has impact and contributes to a vibrant learning culture
- will have a commitment to inclusive higher education and to helping develop social capital
- will have a diversity of backgrounds and identities
- will be supported in developing their skills and abilities.

*Our local and global community:*

- will seek our research and expertise for its impact on culture, society and industry
- will seek our students and graduates as employees, partners and providers of services
- will benefit from our commitment to sustainability and support for local and regional communities and groups.

Kingston University is special. We are passionate about the power of a university education to transform lives, and believe strongly in students putting their academic study into practice – ‘learning through doing’.

We are committed to opening higher education up to the whole community; indeed it is an essential part of our ethos. Nearly 60 per cent of our students come from homes where they are the first generation to attend a University, more than 50 per cent from black and minority ethnic backgrounds; many commute from home, and many work to support their studies at Kingston University.

We open up choices, offering students a diverse range of undergraduate and postgraduate programmes, helping them into their careers, to develop their potential and achieve their ambitions. We are equally committed to the development of our staff's potential, for the benefit of our students and ourselves.

In order to achieve our vision, we recognise the importance of local and global relevance in the courses we offer, the research we undertake and the relationships we build with businesses and local and regional communities.

# Kingston Business School

## Vision, Mission and Values

Kingston Business School's intention is to be "Led by Research-Informed Learning", and to have an "Entrepreneurial approach in an entrepreneurial University".

### **Vision: Innovative, Entrepreneurial and life-changing**

To be recognised globally for an innovative and entrepreneurial approach to education and research creating and realising life-changing opportunities

### **Mission: Led by Research-Informed Teaching**

To create the best possible environment for staff and students which is diverse and inclusive, led by learning, entrepreneurial, and research-informed

We have also identified core values that we support our students and graduates to demonstrate:

- **Values: Excellence in staff and student experience**
- **Excellence: We value excellence in staff and student experience, learning and research.**
- **Innovation and Creativity: We value innovation, creativity and entrepreneurial thinking in the generation and implementation of ideas.**
- **Respect: We value diversity, collegiality, and responsibility**

The Mission Statement was revised in March 2015 by the Faculty Management Group (FMG) following (and also resulting in) consultation with our stakeholders, including staff, students and our Advisory Board. The statement has been assessed on an annual basis following our standard process in discussion with a full range of stakeholders and bearing in mind the rapidly changing context in Higher Education in the UK. The University is updating its strategy in 2019 and the Business School will align to this as part of a Faculty strategic review.

Underpinning this, are mission-aligned actions derived from the seven key aims within the Faculty Strategic Plan:

We will

1. Support all students to realise their potential academically and in the world of work, and maintain our relationships with them as alumni
2. Continue to develop our portfolio of undergraduate and postgraduate programmes
3. Continue to improve our pedagogy
4. Deliver and support our portfolio with engaged staff: academic staff will inform their teaching with current research, scholarship and practice; and all academic and professional staff will engage with continuing professional development and maintain professional values to enhance the student experience
5. Maintain a staff: student ratio and class sizes that enable the delivery of engaged student support, encourage innovation in teaching and learning, and allow time for a higher level of research activity
6. Further develop enterprise engagement
7. Continue to provide a research environment that allows staff and students to flourish, and expand the scale and quality of engaged and impactful research.

Kingston Business School is sub-divided into three Departments and one Research Centre.

# PRME Principles

As a PRME signatory, Kingston Business School is committed to progress in the implementation, within our institution, of the following Principles:

- Principle 1: Purpose
- Principle 2: Values
- Principle 3: Method
- Principle 4: Research
- Principle 5: Partnership
- Principle 6: Dialogue.

This report communicates our progress to our stakeholders and intends to exchange effective practices related to these principles with other academic institutions.

The Six PRME Principles and our related practices and initiatives will be detailed in the next sections; they are grouped under the PRME Principle that is predominant, although several examples illustrate the implementation of more than one Principle. Emphasis has been given to the sections on Principles 3 and 4, as they cover the learning and teaching, and the research that academics are doing in our Business School.

# PRME 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.

In alignment with PRME first principle, Kingston University's vision summarises that "our students will be sought after for their academic achievements and their ability to shape society and contribute to the economy". In this section, we detail our University approach to equality, diversity and inclusion, sustainability, and employability and entrepreneurship, all of which extends to all our faculties and schools, including Kingston Business School.

At Kingston Business School, there is a dedicated budget for PRME-related initiatives, which is an integral part of the financial resources allocated to Responsible Management Education. Discussion on how we develop students' capabilities to work for a sustainable global economy at Kingston Business School is available in PRME Principle 3: Method section.

## **Equality, diversity and inclusion**

Kingston University is recognised as sector leading for its work on equality, diversity and inclusion.

The University's commitment to equality, diversity and inclusion, which saw it receive the Guardian Award for Teaching Excellence in 2017, remains a key tenet of an institution-wide approach to improving outcomes for students from all backgrounds. The results of the University's pioneering work in ensuring all students have a fairer chance of achieving their full academic potential, led to the proportion of Kingston's BME students obtaining first and upper-second class degrees increasing from 45 per cent in 2012 to 70 per cent in 2017. A collaborative and strategic approach has resulted in a further reduction in the difference between BME and white students achieving the top two degree grades (first or 2:1) from 15 per cent in 2015/16 to 11 per cent in 2016/17; 4 per cent lower than the sector average of 15 per cent (Financial Statements 2017/18).

A value-added measure, believed to be the first of its kind adopted by an institution in the United Kingdom, has been pivotal to the University's success in this area. The University was subsequently awarded (March 2017) £500,000 from the Government's Catalyst Fund to cascade its successful approach nationally to a consortium of five other higher education institutions and a further education college.

We are proud to have a "widening participation" agenda, particularly at undergraduate level, where we welcome students meeting the quality assured entry criteria, but who may come from non-traditional backgrounds for university education, for example, may be first to University in their family, or may have caring responsibilities. We support our students to achieve their best work, and analytics on the degree attainment for our BME ("Black and Minority Ethnic") student population demonstrate alignment with our vision to facilitate life-changing opportunity and create the best possible environment for students from various ethnic backgrounds. This is reflected in the "value added" we provide, based on entry tariffs, the associated (assumed) level of degree classification and the actual degree classification outcome (award classifications are defined and controlled under the UK Quality Assurance Agency system, including the external examiner overview, and so cannot be falsely weighted).

In March 2019, two government Ministers praised Kingston University for its sector-leading work helping students who are care leavers or estranged from their families to move on to higher education and get the opportunity to complete a degree. Universities Minister, Chris Skidmore and Children and Families Minister, Nadhim Zahawi highlighted the importance of Kingston University's pioneering work in this area. With 230 undergraduates currently in the KU Cares network, Kingston University is responsible for one of the country's largest groups of students with experience of the care system. The effectiveness of the support package it offers saw 100 per cent of Kingston's care-experienced or estranged students remain engaged with their studies during 2017/18. The figure bucks a sector trend where research has found care leavers are over a third more likely to withdraw from higher education than their peers.

In terms of our students' diversity, in Kingston Business School 29 per cent of students are aged over 25 years and just under 70 per cent declare themselves to be Asian/Black/other ethnicity. We support 3.2 per cent of students with a specific learning disability and 44.8 per cent of students who commute to the University campus to study.

## Sustainability

At Kingston University in general, sustainability and ethics are at the core of our learning, teaching and research as well as our campus systems and operations that enable learning. Amongst our strategic aims, our local and global community will seek our research and expertise for its impact on culture, society and industry, benefitting from our commitment to sustainability and support for local and regional communities and groups.

The University's approach to sustainability encompasses several PRME-related activities, in alignment with our Sustainability Hub. The Sustainability Hub supports the University to make decisions with the 'big picture' in mind, considering the impact of our work on the environment, the economy and people, both locally and globally as well as now and in the future. In collaboration with the Sustainability Hub, the University is committed to supporting real world learning opportunities to equip graduates with the knowledge, skills and behaviours for thriving and for leading change in the future, building a culture of sustainability across the institution. Our Sustainability Hub provides the following support:

- **Education for Sustainable Development (ESD):** We support education for sustainable development within the University, promoting sustainability literacy and real-world learning opportunities.
- **Building knowledge and capacity:** We are committed to encouraging empowered change in staff, students and other stakeholders, providing opportunities to reconnect with nature.
- **Project delivery and expert advice:** We focus on improving services and procedures within the University and community, providing sustainable and ethical support to projects.
- **Environmental management system:** Our environmental management system is a framework to manage our environmental impacts. It supports systemised and continuous improvements in efficiency and long-term value for money.

The first three initiatives above – Education for Sustainable Development, Building knowledge and capacity, and Project delivery and expert advice – are detailed in the next paragraphs. After them, some examples of how our students are leading the way in sustainability are explained.

### *Education for Sustainable Development (ESD)*

The Business School contributes to and uses the resources of the University support function ESD. ESD is an approach to education that is relevant for any course and any career path. ESD is critical in providing a high-quality higher education experience.

At Kingston University SustainabilityHub, we:

- Offer advice to Faculties as part of the quality assurance procedures with an aim to embed sustainability and ethics in the new and revised courses.
- Build the capacity of faculties and professional services by offering training, support and by forging cross-institutional partnerships.
- Embed sustainability and ethics in Kingston Academic Practice Standards framework.
- Enrich teaching and learning by creating sustainability resources tailored to each discipline, e.g. for the personal tutors.
- Create real-world learning opportunities in partnership with the estates tailored to specific course needs.
- Embed sustainability and ethics in existing operations and activities across the university aspiring to improve quality from the perspective of sustainability.
- Support and promote research related to sustainability and ethics through a bank of research questions and project work topics.
- Engage with other institutions nationally and internationally with an aim to enrich education for sustainable development theory and practice.
- Create a number of co-curricular learning opportunities for students with an aim to harness sustainability awareness, project management and communication skills.

In her role as a chair for University level validations, Fatima Annan-Diab (Head of Department, Strategy, Management and Innovation) ensures that ESD is embedded across our curriculum and practices. When validating a new programme, a key pillar of the Kingston University Curriculum Design Principles is to embed sustainability in the curriculum as well as to confirm that curriculum is inclusive to ensure diversity and equality of opportunity. She works closely with Dr Victoria Hand, KU Head of Sustainability and, in the last eighteen months, they have worked with organisations such as Public Health Wales to develop five ways for building capacity to implement their sustainable development principles. i.e. Long Term, Prevention, Integration, Collaboration, Involvement.

#### *Building knowledge and capacity*

Kingston University SustainabilityHub offers opportunities to reconnect with nature on campus and track our staff and students' wellbeing as a result of taking part. At the SustainabilityHub, we:

- Understand the needs and expectations of our staff, students and other stakeholders.
- Strive to create a culture of sustainability, empowering staff and students to take action to improve the local environment.
- Equip students with sustainability skills through environmental accreditations and award schemes such as Student Switch Off and Green Connectors.
- Run sustainability events and/or have a presence at major Kingston University events.
- Nurture collaboration and create platforms for sharing knowledge and good practice across Kingston University and beyond.
- Provide evidence and data to help our staff make informed decisions and do things better.
- Provide practical experiences through volunteering opportunities.
- Offer coaching, mentoring and support to those with a sustainability idea.
- Train staff and students so they understand what is expected of them to help maintain a pleasant, compliant and efficient campus.
- Take part in external benchmarks.
- Report progress to internal and external stakeholders, and communicate our approach to external individuals and organisations that work with us.



- Demonstrate leadership and commitment to sustainable and ethical practice in learning, teaching and research and operations.
- Support staff and managers across the University to demonstrate their own leadership in sustainability and ethics, as it applies to their area of responsibility.
- Engage with and share results through international and national frameworks.
- Make informal learning opportunities relating to sustainability widely available, including active volunteering.

In the Business School, the design thinking module and business venture which is delivered across MSc International Business Management, MSc Innovation Management and Enterprise and MA Managing in the Creative Economy each have strong aspects of social sustainability, and reflecting and working with civil society.

#### *Project delivery and expert advice*

Kingston University Sustainability Hub delivers cross-cutting projects which improve sustainability and ethics in teaching, learning and research, cultural or infrastructure projects. The Hub supports existing sustainability and ethical projects to promote their good work. At the Sustainability Hub, we:

- Prioritise high-impact projects; those relating to compliance and risk minimisation; those with high reputational worth or risk; those which are highly visible and reach many people thus influencing their actions in relation to sustainability and ethics.
- Act as a critical friend to faculties and departments, identifying specific sustainability and ethics opportunities and risks.
- Provide support to integrate sustainability considerations within faculty and departmental plans and strategies.
- Support staff with responsibility for delivering projects to ensure sustainability and ethics is considered at all stages of the project. This is done by providing tools to undertake impact assessments, carrying out option appraisals, recommending cost-benefit analysis or whole-life costing, and monitoring and evaluating outcomes.
- Input into key procurement activity, assisting with specification drafting, tender scoring and weighting.
- Work efficiently to deliver a wide range of projects.
- Horizon-scan for future opportunities or challenges.

#### *Student leadership in sustainability*

Kingston University students are leading the way in sustainability with the following initiatives:

- **Green Connectors:** In collaboration with the Sustainability Hub, the student Green Connectors engage with fellow students to learn about their experience of the sustainability services provided by the University and gather suggestions for continuous improvement. The project is based on peer to peer research aiming to: enhance the student experience, learn about current student experiences and aspirations, disseminate information about a range of sustainability services, and identify and disseminate topical issues and case studies as resources to encourage further student engagement.
- **Sustainability Student Working Group:** Hosted by the Union of Kingston Students, the Group was formed for all Kingston University students who want to make a change in their campus and course through sustainability and ethics. The Group aims to improve the learning opportunities offered to Kingston students as well as the operations of the University environment. Its responsibilities include: sitting on strategic working groups, improving or co-designing new services and activities (such as new learning opportunities, hybrid buses, reuse activities), organising events and campaigns (some in partnership with other student societies), and supporting the Students' Union with our Green Impact programme.

- **Green Week:** Run by the Sustainability Student Working Group, it aims to raise awareness about sustainability issues amongst Kingston University students and staff.
- **Litter picks:** The Sustainability Working Group works with the Sustainability Hub and the Student Engagement team to deliver litter picks and litter reduction initiatives.
- **Student Switch Off:** This is a National Union of Students competition that promotes environmentally friendly behaviour among students living in halls of residences.

## Employability and entrepreneurship

We support our students to find good jobs following graduation, and an innovative revision to our undergraduate programmes has incorporated a work placement within the standard UK three-year degree. Our postgraduate portfolio of specialised Masters programmes is focused very strongly to the professions, with professional body accreditation/recognition of learning wherever possible (this is also in place at undergraduate level).

Kingston University helps students kick start their careers through work placements, internships and mentoring, or helping them get involved with entrepreneurship initiatives, offering great opportunities and support services:

- **Work experience and mentoring:** many of our UG and PGT courses include an optional sandwich year for students to undertake a paid work placement. In their final year, students can also get involved in the “Inspiring Talent” mentoring programme, an opportunity to learn from and work-shadow a successful Kingston graduate.
- **Student Ambassador Scheme:** student ambassadors share their experiences with prospective students and assist Kingston University’s student recruitment and outreach teams at events. They are provided with full training throughout, developing key skills including communication, organisation and teamwork.
- **Careers and employability support:** Kingston University’s award-winning careers service support students even after graduation. The service helps students and graduates develop a range of employability skills throughout the recruitment process and offers work opportunities like internships, part-time work and graduate roles. The service works closely with industry to ensure the most up-to-date information and skills are known.
- **Entrepreneurship:** for the eighth year running, Kingston University has been rated amongst the top two most successful UK higher education institutions for graduate start-up companies (Higher Education – Business and Community Interaction Survey 2016/17 – published in April 2018). We provide extensive support and advice to encourage our students’ entrepreneurial capabilities. They can start by joining the Kingston Entrepreneurs Society, and participating in the “Enterprise!” student entrepreneurship programme. Weekly events, competitions, mentors, and micro-finance help students to explore and develop their ideas and capabilities. We welcome social entrepreneurs and freelancers as well as those considering more commercial products and services. Kingston University students and graduates can also access a wealth of resources, motivating success stories, tips and news on our web pages.
- **Activities and awards:** at Kingston University, students can learn a language (without cost) to help them stand out in a global marketplace through the Kingston Language Scheme. We also offer a volunteering scheme, run by the Union of Kingston Students.

More intensive work is also planned to map and report back on graduates’ career destinations, to build an enhanced evidence base to inform future decision making.

In Kingston Business School, the Business Readiness programme, which supports students to acquire the skills needed in the marketplace, was shortlisted for a CIPD International award in Learning and Development in 2018 with the feedback from the board being that the Business School programme is unique and admirable.

# PRME 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.

Aligned with our 'Led by Learning' vision and strategy, at Kingston Business School we value 'Excellence in staff and student experience', as detailed below:

- **Excellence:** We value excellence in staff and student experience, learning and research.
- **Innovation and Creativity:** We value innovation, creativity and entrepreneurial thinking in the generation and implementation of ideas.
- **Respect:** We value diversity, collegiality, and responsibility.

Kingston Business School has worked for over twenty years towards the Ten Principles of the UN Global Compact with efforts intensified as a result of the 2008 global financial crisis. The previous alignment with the Principles of the Global Compact streamlined the implementation of the Principles of PRME in the School, which formally started in 2015 when we became a PRME signatory.

To build the necessary capacity for embedding sustainability and ethics considerations in our teaching and learning, the University has adopted the Responsible Futures framework, a whole-institution change programme and accreditation mark designed by the National Union of Students. The creation of a collaborative Working Group that reports progress on a termly basis to the University Education Committee is one of the Kingston Education Strategy 2015-20 objectives.

The University renewed its commitment to sustainability approving a Corporate Social Responsibility policy in July 2017. The policy states the University's commitment to contribute to the United Nations Sustainable Development Goals in the core business of teaching and learning, in research and innovation and in our civic engagement activities, as well as in our daily operations. Examples of our contribution include;

- Specialist courses in Renewable Energy and Environment and extra-curricular opportunities to participate in sustainability actions both locally and globally.
- Research supporting the implementation of the Welsh Well-Being of Future Generations Act and; investment in hybrid buses reducing carbon emissions by 30 per cent and nitrous dioxide and particulate matter by more than 90 per cent, reducing impact on local air quality.

The University's Ethics Policy states our commitment to the highest standards of ethical conduct in all our activities, along with making continuous improvements in this area. The University does not engage in, or condone, the practices of human trafficking, slavery or forced labour. The particular business and supply chains, which may pose particular risks in terms of slavery, are in facilities management, information and communications technology equipment, construction, and partnerships with overseas institutions in some jurisdictions. Our due diligence processes minimise these risks, and our facilities management services are provided by our wholly owned subsidiary, KUSCo, which pays the London Living Wage.

## **Ethics, responsibility and sustainability (ERS) at Kingston Business School**

ERS is taught across the curricula and has been embedded in our ethos. This is in response to several factors, such as the University's commitment to opening higher education up to the whole community, the Business School's respect for diversity and inclusivity, and external drivers for change through our membership of EFMD, AACSB, PRME, ABIS, and the UN Global Compact. In addition, The Sustainable Development Goals and QAA guidelines that encompass sustainability also contribute.

Curriculum audits have been conducted within the Kingston Business School, aimed at measuring, increasing and improving ERS. An audit in 2012 showed that 24 per cent of modules and 68 per cent of courses covered ERS issues in the curriculum; it became clear that a student may only receive in-depth ERS learning if they chose an appropriate "elective" module, as the cores may not explicitly cover the material. Embedding the ERS themes across all modules therefore became the strategy.

Recently, in 2018, another audit was undertaken. The methodology included auditing approximately 180 PG T and 190 UG modules (core and electives), with a digital search of all module descriptors for keywords, followed by a 10 per cent check for accurate "finding" of ERS content. The keywords used were "CSR, Climate Change, Poverty, Environment, Renewable, Waste/Water management, Equality, Corruption, Carbon, Ethics, Recycling, Wellbeing, Health, Human Rights, Sustainability, Social Justice, Governance".

The results identified ERS was explicitly present in 55 per cent of PG T and 43 per cent UG individual module curricula (as documented), with 100 per cent of all programmes confirmed to address ERS.

Intended Learning Outcomes across the programmes include explicit and implicit themes related to ERS, which are supported by the core module curricula. For example:

- Map long-term future scenarios including socio-entrepreneurship and economic impact assessments both locally and globally
- Problem-solve using holistic and systemic approaches
- Work collaboratively and in a diverse and cross-disciplinary settings
- Think critically, be social innovative and creative then act constructively
- Generate positive responsible socio and economic impacts both locally and globally as well as now and in the future
- Demonstrate an understanding of sustainable and ethical practices and the ability to apply them to positively contribute to society
- Develop the skills to responsibly and creatively solve problems to produce a long-term positive impact on people, businesses and places
- Gain awareness of global complexity, uncertainty and risk so as to thrive in future learning and careers.

Sustainability is now embedded across the core modules required for each programme at Kingston Business School. Each student will study in-depth ERS on at least one of their modules during the time of their degree. Through this learning our Business students will learn about issues related to corporate social responsibility, sustainable development and business ethics, particularly in the areas of social context for innovation, international business, and entrepreneurship. Our programme and module learning outcomes will enhance the career prospects of the students by helping to develop innovative and ethical managers.

In practical terms, information regarding academic misconduct (including plagiarism) for the taught and research elements of the degree is available on the internet and intranet, the virtual learning management system and in course handbooks, so students are made aware of the potential risks of unethical activity in their study.

## **Internationalisation**

Kingston University was ranked one of the world's top international institutions by sector-leading magazine Times Higher Education (THE), with more than 35 per cent international students.

Internationalisation, and an associated respect for diversity and inclusivity, is a key strategic objective of Kingston Business School, and a variety of perspectives and insights are explicitly brought to the programmes from its international students and staff. Our students represent over 100 nationalities, and the diversity of the faculty is wide, with 29 nationalities represented, and 50 per cent of faculty members being international. Many faculty members have worked or studied away from their home country for substantial lengths of time, which increases their understanding of international business; this brings a wider knowledge of theoretical and practical knowledge to the academic life of the School.

Kingston Business School also has an international Summer School programme that is popular for university-level study in the UK; it is open to international students who would like to experience the British educational system and culture. The School also has collaborative partnerships with esteemed international institutions, as part of our teaching and research programmes. The Business School has several international visiting professors, and faculty that are visiting academics at international universities.

International students are supported within the Faculty by the course team for their particular course of study. The Faculty also has a Student Liaison team that has particular responsibilities for supporting international students. Within the wider University context, there is an International Student Advisor in the Student Services Department who is in place to offer guidance to students across a wide range of issues (e.g. other than course specific academic matters). In addition, the School of Languages offer English as a Foreign Language classes both as pre-educational courses and on a continuing basis throughout term time. These are greatly valued by the majority of students who attend them.

The Business School has a number of international partnerships which are detailed in [PRME Principle 5: Partnership](#).

## **Equality and diversity**

As outlined in PRME Principle 1: Purpose section, Kingston University has made substantial progress in closing the attainment gap for its black and minority ethnic (BME) students.

The Business School is proud of the progress made in the past three years with School specific BME attainment. We have moved from a position of below benchmark in 2015/16 to above benchmark in 2017/18. Overall, the School achieves the benchmark of a 'good degree' and we have taken steps to continue to reduce the BME attainments gap. This includes training for staff on unconscious bias, inclusive curriculum and how to engage all students through assessment choice. In 2017/18 we worked on two funded research interventions aimed at enhancing student achievement and engaging students in targeted assessments, both of which have improved our knowledge and performance in this key area.

To demonstrate commitment to equality and diversity in the School, we plan to begin our journey towards the Athena SWAN Charter early in 2020.

## **Embedding sustainability and ethics values into the Kingston MBA**

Understanding the need to better prepare future leaders resulted in embedding business ethics, sustainability and corporate social responsibility (CSR) into all MBA modules. Business School academics have worked with colleagues

from other departments to develop and embed sustainable development issues across the curriculum. Examples of how some modules have embedded sustainability related topics include (but are not limited to):

Big Data and Business Analytics	General Data Protection Regulation (GDPR) Predictive analytics and ethical challenges
Enterprise and Innovation	Sustainable product design,
Operations Management	Sustainable supply chain management, closed-loop supply chains, environmental legislation in operations, life cycle analysis etc.
Career and Leadership Journey	Sustainability Mindset Leadership for action
Financial Management	Market valuation of environmental and social initiatives, integration of sustainability related risks into credit risk assessment, sustainable, responsible and impact investing (SRI)
Marketing Principles and Practice	Ethical issues in advertising Sustainability marketing and managing reputational risk
Organisations and Management in a Global Context	International regulatory environment and policy
Strategic Management	Collaboration and partnerships for sustainability

In addition, a specific module was developed, named Responsible Management, to provide a deep and critical understanding of CSR and sustainability along with an appreciation of their development and growing importance. As part of this module assessment, students are required to research and identify a Sustainability initiative that a company has launched to address a sustainability related problem. Students are required to analyse the issue and the approach taken by the company as well as benchmark it against best industry practices.



## PRME Principle 3: Method

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

Innovation, creativity, enterprise and diversity are included in Kingston University's values and practices.

Ongoing work to provide the best teaching and learning experience for the University's students has seen the scope of activity undertaken by the Directorate for Student Achievement (formed in 2017) finessed further, enabling us to concentrate resources on improving student attainment further and accelerating their future success.

Expansion of the Learning and Teaching Enhancement Centre (LTEC) is providing more focussed support for course teams to improve teaching quality, opportunities for continuing professional development and celebrating good practice across the University. LTEC supports practising staff in achieving the highest level of professionalism and scholarship at all stages of their career, e.g. staff starting their academic careers through to experienced staff across different career pathways and higher education professions. LTEC also supports the Technology-Enhanced Learning (TEL) strategic vision, with a specific TEL Champion within each School or Faculty.

As described in 'PRME Principle 1: Purpose' section, the University hosts a Sustainability Hub to support real-world learning opportunities to equip graduates with the knowledge, skills and behaviours for thriving and leading change.

Kingston Business School embraces an experiential learning model. Our modules often include live consultancy projects, where students in groups perform real-life consultancy on a given topic, and present their informed proposals to the clients. The successful impact of the projects is evidenced through the clients returning in following years as well as offers of employment. The box below gives an example of this type of work in the School:

### Consultancy in Practice: Case Study

The Consultancy In Practice (CIP) module provides students with the opportunity to develop crucial employability skills in a condensed period (now 3 months), which are difficult to develop during the usual academic programme.

The students are invited to compete for the delivery of a project for a real client, either within or outside their usual academic domain. They present their case, present their strengths and are selected into a group by a set of well-established and experienced consultants acting as their mentors on the programme. During this process, they present, negotiate and collaborate with other students to reach their goal.

Often students work with other team members who are not studying the same discipline or have similar skills sets or personality profiles, and this provides them with a more realistic view of what it is like to build and work in a team.

Clients often provide challenging projects (see examples provided) for students to deliver in a 3-6 month period. The team's research and review information available to them and are challenged with coming up with a realistic scope and plan as soon as they can. This is their work, and they agree this with the client. This enables them to gain an experience of building relationships with clients, understanding problems and apply critical thinking to challenge the problems they face as well as to set out timescales that they promise to deliver to as a team.

The groups are encouraged to work as “freelance consultants”, using weekly tools being presented to them through workshops and only 3 hours coaching per week, to deliver their solution and keep them on track. This is a completely different environment to the usual lecture format; challenging them to consider their time and the value of it and how to work in a more flexible environment, all whilst faced with major deadlines and communications challenges. Above all, it often challenges their resilience and their patience.

Finally, the students set themselves up to manage their clients and provide research, solutions and recommendations to the client in the form of a presentation and a report as a consultant would deliver. This ensures they understand the professionalism required to deliver to clients and present as a team.

The majority of student groups we have had going through the CIP programme have challenged themselves to produce exceptional deliverables for clients, and the feedback from the clients and mentors has evidenced how professional the deliverables have been.

Examples:

- Design and deliver marketing strategy and website from scratch.
- Redesign and build the downstairs interior design of a building for a growing company.
- Design and deliver the advertising strategy and programme for a children’s theme park.
- Carry out research into the expansion of a food market business.
- Design and deliver a technology innovation day for a whole organisation.

## **Entrepreneurship and enterprise**

The Higher Education Business and Community Interaction Survey reported that, for the eighth year running, in 2018 Kingston was one of the top two universities in the country for the number of graduates starting their own companies. The Business School has been a major contributor to this both through its own student achievements and the running of modules related to entrepreneurship for the wider University.

Kingston University’s reputation as a hotbed of entrepreneurial talent has been demonstrated (in 2017-2019) with a number of students being selected to enter national business competitions including the University Alliance Innovating Future Business, Young Enterprise National Finals and the Enactus National Expo Awards. In 2017, we also saw the launch of the Enterprise Circle – a group of illustrious alumni who are championing student and graduate enterprise at Kingston University through financial support, mentoring and advice.

Development of entrepreneurship is a key goal for Kingston Business School, with the Small Business Research Centre central to research in this area, and helping to create an environment where students can meet with entrepreneurs. An incubator is physically located within the Business School (“The Kingston Nest”), which is the University’s incubation space for student and graduate entrepreneurs ready to accelerate their business to the next level. Launched in 2014, it has space to hold up to 20 businesses full time or on a hot-desking arrangement. The aim is to help speed up both growth and innovation within our student businesses, offering private offices, meeting rooms, advice from experienced entrepreneurs, investment opportunities from the enterprise circle and on campus tax clinic and legal advice, in addition to hosting workshops and events.

We also support the interactions students have with investors in the “Bright Ideas” contest, where they pitch new business ideas. In addition, we have a number of adjunct faculty who are working professionals and support teaching

and learning; they bring to the students their real-life and innovative knowledge into the classrooms. One such colleague is Yuliana Topazy:

Yuliana is an award-winning entrepreneur, Associate lecturer and business adviser. She is a co-founder of My OutSpace Business Centre, which specialises in supporting start-ups, especially those run by women. She has helped over 400 businesses. Yuliana was named a 'Top 100 Most Inspiring Entrepreneurs' by The Sunday Times and Centre for Entrepreneurs in 2016 and won Croydon Business Awards in 2017.

Of her work Yuliana says; "It is very important for me to bring a real life business experience into the classroom and use a practice-based approach to support students to experience what it means to start a business in a safe learning environment. I engage real businesses as case studies, inviting entrepreneurs and mentors to share their experiences, and use stimulation business games.

As a result, not all ideas become viable businesses, but students grow a very strong peer-to-peer support network and really appreciate the practice-based approach: they find it difficult in the beginning but by the end of the module they really appreciate the value of that support. They build their confidence, develop strong verbal communication skills (practising pitching their business idea) and become more entrepreneurial."

We teach our entrepreneurs to be ethical by embedding ethical considerations into every stage of the entrepreneurship process. We first build their understanding and awareness of the context in which they are developing their enterprise. This contextual understanding allows them to understand the impact that their project is having / will have. We make a strong distinction between outcomes (immediate results; easy to achieve) and impact (long-term result; difficult to achieve).

Our taught approach to start-up development and innovation is fundamentally user-centred (we teach Design Thinking tools and methodology) and this allows us to embed social and environmental considerations alongside business considerations at the core of all start-ups. Essentially, by teaching students to build businesses that have a good social and environmental ethos at heart, we are also teaching them to understand how an ethically-sound business differentiates in any marketplace. In this way, these students learn to see sustainability and CSR, for example, not as business costs but as fundamental business capabilities in the 21st century.

We also work with students on a range of very specific issues that are not typically taught in Business and/or Design schools. For example, we do a lot of work on understanding planned obsolescence and greenwash issues because most decisions in this domain are made in ignorance. We also insist that students 'co-create' with their end users so that they are, as businesses, forced to act transparently and to take the real feedback on board in the business design process.

Students are engaged in-class and throughout the enterprise curriculum to consider ethical and socially responsible aspects of running a small business, including supply chain issues, client relationships and the importance of assessing their own personality preferences and the impact this may have on their ethical decision-making.

As an example, we are developing a multidisciplinary collaboration between the MA Managing in the Creative Economy course, KU Enterprise and Surrey County Council that will see our students engage with the Surrey County Council's One Million Ways project. The aim of the project is to develop tools for Surrey residents to engage in informal, flexible social action that can easily fit into their everyday routine and connect people into their communities. The project is underpinned by multiple UN Sustainable Development goals.

The collaboration will kick off with a hackathon event in the KBS Welcome Week in September 2019 when our students will be introduced to both the project brief and the research underpinning the project. The aim is to build students' understanding of the challenge and to build their interest and confidence so we can keep working on the project with the Surrey County Council and Surrey residents throughout the academic year.

By increasing students' practical understanding of ethically-sensitive issues and eliminating ignorance in relation to very specific issues, we are increasing the probability of them choosing to make ethically-sound decisions once they are no longer in the School.

Kingston Business School was nationally recognized for its effective role in supporting small businesses, local economies and student entrepreneurship through the Small Business Charter award in 2017. The Small Business Charter (SBC) was developed by Lord Young, the Department for Business, Innovation and Skills, and the Chartered Association of Business Schools (CABS). In addition to providing business schools with a nationally recognisable kite mark award, the SBC also facilitates valuable knowledge sharing networks and promotes the sector to ensure the value of the business knowledge, management expertise, and enterprise education offered by our business schools is maximised and utilised (CABS SBC, 2019). The School is one of 34 UK schools to hold the award and progress continues on this agenda as we work with colleagues across the University to champion entrepreneurship in all its forms.



### **Technology-Enhanced Learning (TEL)**

Kingston University's technology-enhanced learning approach is designed as an enabling vehicle for knowledge acquisition, skills development and attitudinal change. We expect our graduates to be digitally literate and relevant in the workplace.

The Business School's technology-enhanced learning strategy is designed to embrace the complex modes of learning required by our rich mixture of students who may be studying part-time, commuting long distances, working long hours and increasingly learning off-campus. We aim to use technology in a scholarly and research-informed manner to drive good quality education for our diverse student population, while also providing for globally located students. The Business School was an early adopter of student voting systems 'clickers' to engage students in class and enhance their learning, for example by checking their understanding of their previous class as an introduction to each workshop. The Technology Enhanced-Learning department, within the Centre for Higher Education Research and Practice, has overseen the introduction of the new virtual learning environment (VLE), Canvas, in September 2017. Canvas enables richer pedagogic experiences with an emphasis on community and mobile learning. It has been designed to transform students' learning experience, by providing:

- A social learning experience (students can learn with and from others)
- The ability to interact easily with lecturers and peers
- Great mobile access to learning materials
- Clear marking criteria
- Online feedback.

Modules presented through the Canvas VLE have been subject to the quality assurance procedures within the Business School. Internally, Course Directors, Teaching and Learning departmental representatives and Module Leaders have acted together to ensure the fit and purpose of the online offering. This is supplemented with student feedback at various points during each module and with external examiner reports. At programme level CSR is

included as a key item for the landing page and course directors all check the modules feeding into their programme to ensure this is clearly articulated on Canvas. The introduction of the new VLE offered greater possibility for student-led groups to have collaborative areas within Canvas, where they can create their own shared spaces, have conferences and participate in international group-work.

So far in the Business School this academic year, 1257 assignments have been uploaded to Canvas along with 3587 discussion board topics. In addition, over 33,000 files have been uploaded.

### **Role-play technique to enhance MBA sessions**

Sustainability and business ethics are embedded in the Kingston MBA, which also comprises a specific module on Responsible Management. In the classroom, in addition to tutor-led discussions, role-play scenarios are employed to take the theoretical frameworks off the page and into the workplace. Role-play scenarios help students to apply their knowledge to specific issues, encouraging students to share their views and consider other perspectives, illustrating the complexity of decision-making.

The role-play scenarios included in the Responsible Management module of the MBA involve students taking one of a number of stakeholder roles (such as factory manager, government official, International Labour Organisation representative, community representative, parent company CEO) who are given a fictional sustainable development issue to address. The roles are randomly allocated to students and each student receives a brief on his or her role. Their negotiations take place in front of other students, who provide feedback and offer supportive critiques of the solution suggested. The scenarios require the students to draw on learning from their other MBA modules, and so follow an interdisciplinary approach to identify the economic, societal and environmental implications of the issues they are given, and of their suggested course of action. A case study shows evidence of benefit of this interdisciplinary approach:

#### **Case Study: Impact of Interdisciplinary Approach to Sustainable Development**

The case study illustrated how to advance the interdisciplinary approach in education for sustainable development, in alignment with PRME.

The case, focused on a postgraduate MBA course where sustainable development is already embedded across disciplines, emphasising the importance of adapting the learning activities to students' previous knowledge and cultural background. It also explained how a sustainability and CSR module encouraged students to combine knowledge from all disciplines to advance their understanding of sustainable development issues.

This paper contributes to enhancing the literature about interdisciplinary practice in sustainable development education including practices aligned to the Six Principles of PRME. It also intends to contribute to overcome the barriers to enhance interdisciplinarity in educational and professional environments, with the ultimate aim to contribute to increased capacity to deliver the SDGs.

### **Sustainability embedded in the University's supporting functions**

Kingston University Procurement function has embedded sustainability in the catering, bus and waste tenders and the University has maintained its Fairtrade status.

The University operates a free inter-campus bus service for staff and students, and in 2016/17 extended its route to local train stations to support our relatively large “commuter” student population. It is on reduced service during non-teaching time, but is timetabled every 15–20 minutes during teaching hours. A new fleet of hybrid buses, run in partnership with RAPT Dev London, has carried more passengers, reducing pollution by 75 to 90 per cent and carbon emissions by 30 per cent. Many students from the Business School use these new vehicles on a regular basis and the ‘green’ credentials are displayed on every bus, ensuring all who see them understand the importance of this step.

The University’s institutional KPI on emissions from energy use continued to improve. Heating and lighting efficiency projects, rationalisation of servers and a shift to multi-functional printing devices have contributed. Over the last 3 years we have saved more than 1500 tonnes of CO<sub>2</sub> and £250,000 in energy costs and last year we saved enough water to fill 7 Olympic-sized swimming pools. In addition, the LED Lighting project at Kingston Hill’s multi-storey car park alone saves more than £40,000 per year and 240 tonnes of CO<sub>2</sub>. The University is proud of its Corporate Social Responsibility programme, which is built into everyday practice and championed by the Estates team through its CSR Commitments:

### Our CSR Commitments



The new Town House at Penrhyn Road campus, is due to open early in 2020 and will be the University’s most sustainable development to date, reflecting our commitment to being environmentally conscious. The architects have been briefed to accommodate sustainability in the design specifications and construction methods.

The new building will comprise:-

- **Learning Resources Centre (LRC):** A modern LRC across several floors, including group and quiet study spaces and special collections
- **Internal courtyard:** Supporting innovative learning and experimentation, as well as civic engagement and creative enterprise opportunities
- **Specialist learning spaces:** Providing rehearsal areas for academic dance courses
- **Two cafes**
- **Three new public landscaped areas**

The University works closely with the Royal Borough of Kingston and hosted the launch of the annual report of the Director of Public Health on air quality on National Clean Air Day, 21 June 2018.



## Kingston Business School facilities

Kingston Business School is located at Kingston Hill campus (one of the University's four teaching campuses); it is a 'semi-rural' site within the busy urban space of Greater London. The campus also offers almost 500 bedrooms in the halls of residence (of a total of almost 2,600 at the University).

In April 2012, the new £26 million, self-contained Business School building was opened. The four-storey 7,300m<sup>2</sup> building was designed in line with the University's sustainability agenda, as well as to facilitate staff-student interaction. The new building achieved a Building Research Establishment Environmental Assessment Method (BREEAM) rating of 'Excellent', the second highest rating available. It includes rainwater harvesting, a sedum roof (providing insulation, soundproofing and a micro-climate for birds), natural ventilation and low carbon-energy use, and renewable energy generation through a ground-source heat pump.

The Library at Kingston Hill campus ("The Nightingale Centre") is directly adjacent to the Business School and provides books, journals and other print media suitable for courses held at the Kingston Hill campus. Students have 24-hour access during term time, and there is a dedicated business subject team offering expert support and training sessions. There are over 230 networked personal computers in the Nightingale Centre, including some quick-use machines in the learning cafe. These are supplemented by 48 laptops which can be borrowed for up to 4 hours. There are almost 300,000 books and over 200,000 eBooks available; 1,000,000 journal articles were viewed in 2018; there are a number of database subscriptions giving access to journal articles, financial data, marketing reports, statistics. Books on loan are automatically renewed, unless there has been a request.

The Nightingale Centre is a purpose-built, self-contained building on three floors and covers an area of 5,100m<sup>2</sup>. It has almost 700 study spaces. To facilitate different types of student work, the building is zoned into 'silent', 'quiet' and 'group work' areas. There is an additional study space managed by the library in the Centenary Room including a variety of furniture. In addition to the main help desk there is drop-in support on the 1<sup>st</sup> floor, an online library chat facility available most staffed hours or students can contact their subject librarian directly.

The Nightingale Centre has a disability representative who works with the University Disability Adviser and University Dyslexia Co-ordinator; the Business School also has a disability support co-ordinator. The Library provides additional services and assistance, tailored to the specific needs of those students who have been assessed by the University and have an access card. Such adjustments to services might include library staff fetching items from the shelves for a user, or a user being entitled to extended loan periods. Some special equipment is also available in the Adaptive Technology Resource Centre. This includes a CCTV scanner for text enlargement, a networked computer with special software and a height adjustable PC table.

Students are given access to services from the main providers of corporate financial data (including stock prices, accounting data, etc.) from Bloomberg and Datastream (Thomson Reuters), via dedicated terminals in the Trading Room, and the atrium of the Business School has had a "ticker" live news feed installed in 2016.

Social facilities at the Kingston Hill campus include restaurants and cafés, common rooms, and the Students' Union premises, which comprise a bar (licensed to sell alcohol), snack bar and leisure space. Sports facilities comprise: a gym at the Penrhyn Road campus; tennis courts at the Kingston Hill campus; and a playing field complex at Tolworth (about five miles from the Kingston Hill Campus) with tennis courts. The University rowing club operates on the River Thames, which flows through Kingston.

## Students' responsible leadership skills

All programmes in the Business School are developed to enable students to acquire responsible leadership skills. This is explicitly discussed in specific assignments, in their group-work, and in their general student life through recognition of the importance of student course representatives, peer assisted learning opportunities and assessment of their personality and the links to responsible and ethical leadership. The table below outlines a level-by-level approach:

Level	Description
Level 4	<p><b>This is me</b> - we consider our strengths and personality and run a personality test to underpin this. This enables students to consider first their own profile before balancing that with the team profiles of Belbin.</p> <p><b>Team working</b> - we consider other's personalities/profiles and strengths and weaknesses and how to build a strong team. The impact of this applied in their coursework when they work in groups and consider the challenges they face as a team. We have seen really tangible improvements in group work in e.g. CIP this year as we implemented a profile and discussion about roles in the team before pitching for projects. The teams were much more mindful of each other's needs and negotiated deliverables much better than previously.</p> <p><b>Networking</b> - we also consider the importance of getting to know people, questioning, listening skills as being very important before leaping to ask for something in a networking situation. We then practice this with a networking session. Again we have seen marked improvements in the student's behaviour in dealing with business people and professionals who come to meet with them.</p> <p><b>Commercial awareness</b> - we discuss markets and industries and include in this sustainability and the future of business. This provides students with the opportunity to debate what they believe in when it comes to business and business ethics. We have had some interesting discussions about ethical finance, managing the environment, collaborations between companies etc. This enables students to consider what matters to them. We have seen this transferred into their consideration of projects in their study/entrepreneurship. e.g. In a marketing class there were some business start up ideas based upon the student's research initially carried out in Business Readiness.</p> <p><b>Interview prep</b> - we discuss and consider the priorities the interviewer might have, what they might be looking for, how we might question them respectfully. This has enabled students to get part time roles and placements in companies they would really like to try out. We have also had wonderful feedback about the conduct of students in the interview environment.</p> <p><b>Linkedin Profile and social media</b> - we discuss the importance of your online profile, respect for others online, management of your interactions and impact on you and others if you get it wrong. This has enabled students to make their own profiles more professional, attracting the right kind of attention from employers and hopefully helping to make them look more 'business ready' going forward.</p>
Level 5	<p><b>Negotiations</b> - not just for sales - understanding what viewpoint others are coming from and strategies to negotiate. This enables students to broaden their horizons when in a workplace.</p> <p><b>Business Etiquette</b> - what we should consider about company culture, how to deal with certain situations they might come across e.g. meetings, conflict, financial, and professional guidance on how to handle these situations.</p> <p><b>Resilience</b> - a very important area considering students have a lot of change ahead of them. Discussing coping strategies, considering stress, managing our way out of difficult situations. This enables them to take better care of themselves in order to be more resilient in the placements or roles ahead.</p> <p>In the Consultancy in Practice placement we offer regular mentoring sessions as well as lectures. This enables a much more focused coaching of leadership, team management, communication, considering</p>

Level	Description
Level 5 (cont.)	others. This helps students to consider their roles/future roles and things they did not realise about themselves. Sometimes they push themselves well beyond the place they thought they could go. This is a wonderful way to build personal leadership. We see through the individual reflective reports they write just how much they have gained from this and will take forward.
Level 6	So far we have only really worked on reflection at level 6 - what they have gained from the placement in order to move forward. In future we will focus this a little more on what they might plan next in their career.

## 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.

At the last government Research Excellence Framework (REF2014) assessment, 60 per cent of the University's research submission was rated as world-leading or internationally excellent. Our areas of expertise are: art, design and architecture; arts and social sciences; business; education; English language development; health and social care; science, engineering and computing; and sport, nutrition and exercise.

Kingston University appointed a permanent Pro Vice-Chancellor for Research, Business and Innovation, ensuring strong strategic direction in readiness for the Research Excellence Framework (REF) in 2021 and placing the University in an improved position to grow income through enterprise and innovation. Five senior academics from across the University have been selected to prestigious national roles in REF subject panels, with a further appointed to share expertise on the REF Equality and Diversity Panel. New eligibility guidelines for REF mean all staff with significant responsibility for research will be submitted. Whilst work around the new careers framework continued, a mock REF exercise highlighted areas on which to concentrate and demonstrated that a high proportion of staff have at least one research output, a minimum requirement for the REF.

The research culture in Kingston Business School is underpinned by staff and students being engaged in a range of activities, including projects, dissemination events, including seminars and workshops, and connectivity with external stakeholders. Our experienced researchers frequently drive projects with external partners and funders. Working alongside are our early career research staff who are also forging ahead and establishing new connections in their own right.

The School has a large body of postgraduate students who bring a dynamic and fresh critical perspective to the issues of significance for the economy, business and society. Through the curriculum activities, we give training to the student in class and in leadership evaluations and modules.

In addition, we have developed a cohort of postgraduate research students who research in areas related to ethics, responsible innovation and sustainability themes, and currently include topics such as environmental risk disclosure, risk reporting, discrimination in the workplace, female and disabled people entrepreneurship, and precarious employment. These students are often international and are undertaking their data collection overseas; the outputs of the research have been directly applicable to international business.

Research activity is embedded in all academic departments of the AACSB-accredited Kingston Business School – across Accounting, Finance and Informatics; Management; and Strategy, Marketing and Innovation and the Small Business Research Centre. Further, our dedicated research centres and groups provide focal points for research in more specific areas and a network of internal and external collaborators for our academics.

## Business School Research strategy

A full research strategy is embedded into Kingston Business School's planning, with research activity facilitated through workload allocation and funding, in alignment with the University's Research strategy. The Business School's Research strategy outlines our objectives to:

- Ensure the strongest environment in terms of quantity and quality metrics for external assessments in terms of number of staff submitted, external income, impact, research student completions.
- Develop and sustain recognised centres (e.g. Small Business Research Centre) and areas of research excellence, as identified in external assessments, through strategic investment and to act as a focus for high quality research.
- Cultivate new research groups that may act as nascent research centres (e.g. Decision, Attitude, Risk and Thinking Research Group) or clusters of individuals who have common research interests (e.g. Word of Mouth Research Group), to nurture staff interests and enable the vitality and sustainability of research activity.
- Promote and disseminate research outputs and activities through the research repository, newsletters and events and an enhanced website presence.
- Achieve enhanced levels of external research funding.
- Develop strategic collaborations, international and national, to enhance research reputation, capabilities, capacities and impact.

The interests of our academics and our responses to issues of importance in the world underpin our research groupings and wider research. Cross-cutting themes within Kingston Business School include entrepreneurship/innovation and behaviour research, while a global perspective is also prominent.

## Business School Research Centres and Groups

Several of the Business School research centres and groups have projects (past and present) aligned to responsible management topics. For example, the Decisions, Attitudes, Risk and Thinking (DART) Research group aims to conduct state-of-the-art behavioural science research to provide a scientifically rigorous and ethically sound basis for effective decision-making and innovative problem-solving. Topics include vaccination decision-making, career decision-making, responsibility judgments, probability judgments and statistical reasoning, choice framing effects, the ethics of nudging, risk communication, insight problem solving, numeracy or the ability to think with numbers, the role of intuition in thinking and decision-making, motivation in the workplace and behavioural change, job performance, daily time management, procrastination, personal productivity.

The Small Business Research Centre has an international reputation, based on an extensive portfolio of research and consultancy for public and private organisations worldwide. The Centre has accumulated expertise over 30 years; in 2018 the UK business population estimates that approximately 99 per cent of all businesses have fewer than 50 employees – with the proportion of small and medium size enterprises comparably significant worldwide the importance of study and understanding of this category continues. Its work for the Organisation for Co-operation and Economic Development (OECD) has addressed entrepreneurship and disadvantaged entrepreneurs, with a focus on women, older and younger people, migrants and disabled member of the population. This has resulted in a series of publications and input to a website for the OECD to encourage public policymakers to develop appropriate support measures (see: <https://www.betterentrepreneurship.eu/>). Harries' EPSRC funded project, entitled SESAME (<http://sesame.uk.com/>) addresses the issue of small business flooding within the climate change crisis. It seeks to understand and promote small business resilience through research and collaborating with government and industry. The SBRC has also recently undertaken research for the European Foundation for the Improvement of Living and Working Conditions (EUROFOUND), on the future of manufacturing, born global enterprises and their value chains. This involved analysing

the relationships between businesses within a global value chain- either as a supplier or buyer - and how they negotiate and manage their relationships within these chains.

Kingston Business School's Responsible Innovation Sustainability Entrepreneurship (RISE) comprises researchers who share aims and interests in connection with the transformation of society through the promotion and diffusion of sustainable technologies. The mission of RISE is to conduct excellent research on sustainability-related innovation and entrepreneurship, with a research agenda open to co-design with a diverse range of stakeholders, and to influence related policies and practices.

Kingston Business School Diversity and Inclusion Research Unit (DIRU) brings together researchers with different methodological approaches and areas of expertise. The group comprises researchers who put emphasis on academic rigour and practical application, using qualitative and quantitative research strategies, and focusing on various facets of diversity (e.g. demographic diversity in terms of gender, ethnic background, age, and [dis-]ability as well as psychological diversity as reflected in personal values, attitudes, and self-perceptions). Furthermore, the researchers look at a range of potential issues related to diversity in organisations such as career development and attainment, low pay issues, and indicators of well-being.

### **Internationally recognized research**

Our research impact also reaches internationally. For example, research undertaken by Professor Audley Genus and by Professor Jaywant Singh, both from Kingston Business School, have been published in top-tier international journals and have been presented in international research conferences. We also established a partnership with Public Health Wales, in the context of Wales Well-being of Future Generations Act, and hosts several seminars and conferences, as explained in the next paragraphs.

#### **Professor Audley Genus: Sustainable innovation and entrepreneurship**



Within the Small Business Research Centre, Professor Audley Genus conducts research of great relevance to the mission of PRME. His research focuses on sustainable innovation and entrepreneurship, for example in the 'ENERGISE' project, which is investigating energy-related consumption practices and innovation across the EU (36 months, 2016- 2019; funding: a total of €3.2 million from European Commission Horizon 2020, with €420k going to Kingston University).

Other recent projects illustrate a continuing concern to advance sustainability-related research, practice and teaching. One such project is 'KEEP': research and knowledge exchange for entrepreneurship in permaculture, which involves continued engagement with the Permaculture Association in the UK and has won funding from the Institute for Small Business and Entrepreneurship. Another is the 'KAVERN' project, the second phase of which examines institutional entrepreneurship for community energy in the UK.

A related strand of research concerns responsible innovation, as exemplified by two recent publications: Genus, A. and Stirling, A. (2018) "Collingridge and the Dilemma of Control: Towards Responsible and Accountable Innovation". *Research Policy* 47: 61-69; and Genus, A. and Iskandarova, M. (2017) "Responsible innovation: Review and Future Research Agenda". *Technological Forecasting and Social Change* 128: 1-9.

Professor Genus advances the agenda (indicated by the above projects and publications) through his chairing of the Institute of Small Business and Entrepreneurship Special Interest Group for Social and Sustainable Enterprise (2016-to date), and his role as a member of the steering group of Sustainable Consumption Research and Action Initiative (SCORAI) Europe (2013-to date), both of which have over 250 members.



Internally, Professor Genus leads the Kingston University Responsible Innovation and Sustainable Entrepreneurship (RISE) group and the new faculty-wide Sustainable Development Research Group, both of which give prominence to sustainable and responsible management issues and their embedding in our research, professional practice and education offer.

### **Professor Jaywant Singh: Branding and consumer behaviour**



Professor Singh's research is on the interface of branding and consumer behaviour, examining why and how people consume goods and services. He investigates the above issues through the lenses of brand management, ethical and sustainable consumption, and service management. His research is underpinned by theories in economics, mathematics, experimental and social psychology. It spans the following areas: brand alliances, cause-related marketing, luxury branding, brand crisis communication, digital branding, brand choice behaviour, and services.

Professor Singh publishes in top-tier journals, as exemplified in two recent publications: Singh, J., Crisafulli, B. and Quamina, L. T. (2019) "Corporate image at stake": The impact of corporate crises and response strategies on consumer perceptions of brand alliances". *Journal of Business Research*, ISSN (print) 0148-2963; Singh, J., Crisafulli, B. and Quamina, L. T. (2019) "How intensity of cause-related marketing guilt appeals influences consumers: The roles of company motive and consumer identification with the brand". *Journal of Advertising Research*, ISSN (print) 0021-8499 (both Epub Ahead of Print). Professor Singh has also authored a popular textbook on consumer behaviour (*Consumer Behaviour: Applications in Marketing*, 3rd ed, Sage, 2017), and edited a book on contemporary issues in brand management (*The Routledge Companion to Contemporary Brand Management*, 2016). A forthcoming book is *Brands and Consumers: A Research Perspective* (Routledge).

His research has won several 'Best Conference paper' awards at international conferences and he has given seminar talks and keynote addresses in UK, Sweden, India, and Australia. He has also been involved in research projects funded by external bodies.

### **Dr Fatima Annan-Diab: Responsible Management and Business Ethics**



Dr Annan-Diab is the Head of the Department of Strategy, Marketing and Innovation at Kingston University Business School. She joined Kingston University in 1997 with a background in financial management. She holds a PhD (International Business) from Royal Holloway, University of London, and has international professional experience in business education and management in Lebanon, Russia, Egypt, France and the UK.

Her research interests include the general area of strategy and international business, currently focusing on business ethics and sustainability. She works on projects on human rights and the multinational enterprise; the mining and oil industry impact on communities in Brazil, Nigeria, Ghana; developing sustainability reporting framework for mining companies in Russia; impact of ethics and stress on decision making; and purchasing behaviour and ethics. Her research has been presented in a number of international conferences and workshops has been given seminar talks and workshops.

Dr Annan-Diab regularly publishes in top-tier peer-reviewed academic journals and her work is widely cited. Recent publications include: Filippaios, Fragkiskos, Annan-Diab, Fatima, Hermidas, Amir and Theodoraki, Charikleia (2019) Political governance, civil liberties and human capital: evaluating their effect on foreign direct investment in emerging

and developing economies. *Journal of International Business Studies*, ISSN (print) 0047-2506 (In Press) and Annan-Diab, Fatima and Molinari, Carolina (2017) Interdisciplinarity: practical approach to advancing education for sustainability and for the Sustainable Development Goals. *The International Journal of Management Education*, 15(2b), pp. 73-83. ISSN (print) 1472-8117

Dr Annan-Diab is the representative of Kingston University at the United Nations Global Compact Leaders' Summit and a member of UN PRME (United Nations Principles for Responsible Management Education).

In the context of the Well-being of Future Generations (Wales) Act 2015, Kingston University developed a Literature Review on evidence-based approaches to implementing Sustainable Development Principle through five ways of working: long-term, integration, involvement, collaboration and prevention. As a guide for Public Health Wales on how to embed the Sustainable Development Principle into practice, the research ultimately contributes to the achievement of Wales' seven well-being goals defined in the Act. The research has also the potential to contribute to embed Sustainable Development internationally, as Public Health Wales has been designated as the first World Health Organization Collaborating Centre on Investment for Health and Well-being.

Kingston Business School continues to host conferences, workshops and seminars for staff and students across the business and management community. Amongst the events hosted in 2018, the School participated in Kingston University's Research Week, in May, and the Small Business Research Centre hosted a seminar on 'The categorical imperative in a two-dimensional space: founders' background and resource acquisition at IPO'. In 2018, we hosted the bi-annual International Network of Business and Management Workshop, bringing together 11 editors of ISI-ranked journals to mentor over 40 junior staff and postgraduate students from UK universities, including Kingston, on how to get published. Kingston Business School also holds its Annual Faculty Research Conferences, (now in its 11<sup>th</sup> year), and in 2019 focused on 'Contemporary Issues in Business and Social Sciences in a Period of Uncertainty'. Our annual research conferences offer the opportunity for academic staff and research students to not only present their research, but exchange ideas for collaborations and receive feedback to enhance the quality of their research papers.

### **Research in the MBA course**

Connecting real examples with a contextual framework setting, while demonstrating that innovation and sustainability can enhance investment return, has contributed to increase the number of MBA research projects focused on topics aligned to sustainability. Examples include research in:

- Digital marketing (understanding unethical online advertising practices)
- Agriculture (an entrepreneurial project exploring the potential of organic buckwheat production in Russia)
- Mining (development of an environmental reporting framework for the Russian coal industry)
- Corporate travel (assessing the impact of responsible travel on companies' value, resulting in a framework for implementing responsible corporate travel management practices) and
- Women career challenges and opportunities (the case for Russian Corporation).

### **Commitment to Research: Publishing Activity**

Within the English higher education system, intellectual contribution to the field is often channelled toward publishing papers in peer-reviewed journals, but a number of Kingston Business School academics have also published books (often teaching-orientated), or have engaged in writing case studies. This contribution to the field helps Kingston Business School establish a presence in the business community, and both types of intellectual contribution feed into

the teaching and supervisory process by providing a rich source of illustrative examples for students.

*Publishing activity among core faculty members, over the past five years*

	2014	2015	2016	2017	2018	Total
Journal article	63	86	85	86	67	387
- <i>Academic Research Articles</i>	18	35	39	81	62	235
- <i>Practice-Oriented Research Articles</i>	45	51	46	5	5	152
Book	3	3	3	2	7	18
Book chapter	7	15	13	12	17	64
Book review	1	0	0	0	0	1
Conference Proceedings	56	90	33	38	32	249
Research Monograph	3	4	0	3	14	24
Other	4	4	0	0	0	8
<b>Total</b>	<b>137</b>	<b>202</b>	<b>134</b>	<b>141</b>	<b>137</b>	<b>751</b>

## PRME 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.

Kingston Business School has several links to local, national and international business and industry as many members of our teaching staff are active in professional practice. Besides enhancing our understanding of key stakeholders' expectations, our connections enable us to run a series of guest speaker lectures and seminars, and our Business Services and our Knowledge Transfer Partnerships (government-funded scheme linking a company with a university and a graduate to work on a specific project) bring businesses, local entrepreneurs and universities together. We also offer a work placements programme, collaborative research where several partners work together, consultancy and contract research for individual clients, and PhD/masters studentships (a company can sponsor a Kingston University student and benefit from their specialist knowledge and research studies).

The University's successful executive education programme provided management and leadership training (run by the School) to companies including Volvo, Park Plaza Group and Merlin Entertainment. Kingston continued to increase its international summer school market, with new partnerships in India, adding to existing partnerships in China and the Middle East.

The majority of Business School students take part in live consultancy projects with a wide range of organisations, many of these include aspects of social and environmental responsibilities. The School runs Breakfast Briefings for local organisations covering a wide range of topics (examples include social media, outsourcing) and in all cases the social and environmental aspects are explored.

In addition, we have also established partnerships with other universities, government and NGOs in courses, research projects and lectures, as well as the participation in worldwide sustainability initiatives, such as Aim2Flourish. In this chapter, we detail our partnerships with The Russian Presidential Academy of National Economy and Public Administration (RANEPA); the Shri Vile Parle Kelavani Mandal (SVKM), in India; the Aventis School of Management, Singapore and a new partner GISMA in Germany. We are in the process of developing new partnerships with universities around the world including China. A comprehensive list of our accreditation and professional memberships is available in the Appendices.

The Quality Assurance Agency (QAA; the UK's governing and auditing body for universities) has praised Kingston University for the quality management of our collaborations. We recognise the need to ensure the quality of Kingston Business School programmes for the assurance of our students' experience/learning, as well as to ensure we maintain our strong reputation as a quality widening-participation university. These HE collaborations are encouraged to work closely with organisations and develop their own influence on social and environmental challenges in countries where this may not always be a key priority, including Russia, India and Singapore.

## International partnerships

Our international partnership programmes have common learning outcomes focused on a general management theme, with a strong emphasis on strategy and in particular, its execution and implementation. The need for preparing future leaders to deal with sustainable development issues resulted in embedding, as core subject, sustainability, business ethics and CSR into all our modules. In addition, a specific subject was developed for MBA students, named Responsible Management, to provide a critical understanding of CSR and sustainability along with an appreciation of their development and growing importance. Business School academics have worked with colleagues from other departments, such as law schools, to develop and embed sustainable development issues across the curriculum. In postgraduate MBAs, sustainable development is often disconnected to the mainstream curriculum, but for being relevant to all students, we believe the information has to be embedded in all disciplines and stand alongside the content already taught.

### *The Russian Presidential Academy of National Economy and Public Administration (RANEPA)*

Two programmes are delivered at RANEPA: the AMBA-accredited MBA (comprising two cohorts, the MBA and Executive MBA), and the MSc International Human Resource Management, accredited by the Chartered Institute of Personnel and Development (CIPD). The programmes are the same as those developed and delivered in the UK, and in many cases the module leader or teaching faculty also deliver the content in Moscow as “Flying Faculty”. Our post-experience programmes (in particular the MBA), are well-respected and the Executive MBA we deliver in Moscow have been voted Russia’s No. 1 in two national rankings: the ‘Secret Firm’ rankings table (‘Company Secrets’), and Narodny, where we have held this position for the past eight years. The programme gained the top scores for teaching excellence, challenge, practical relevance and theoretical knowledge.

RANEPA permanent faculty are also assigned to the programmes and, although all quality assurance and module management is driven by Kingston, these permanent faculty (as would be expected under their own review of our collaborative partnership) undertake appropriate programme management roles. These include sitting on committees associated with our quality assurance processes and procedures and/or advising on possible development of the programmes for the Russian market. They therefore undertake a level of active participation in the School’s governance. We also hire a number of adjunct supporting faculty, that are recruited based on their industry expertise and experience, as this fits with the expectations of the Russian student cohorts.

### *Shri Vile Parle Kelavani Mandal (SVKM), Mumbai, India*

This collaborative partner delivers the first two years of our three year bachelors BBA (Hons) Business Administration. The collaboration has been running since 2006 and, on average, there are 40–50 students joining the course each year. We have seen more than 200 students graduating via this programme to date and are extremely proud of their success. All modules within the programme of study, and their curricula and assessments, are developed and monitored by Kingston module leaders for delivery in London and Mumbai. SVKM faculty delivering the teaching on the modules are reviewed, and approved as suitably qualified for Kingston Business School, and act as on-site module leaders to the students; however all decisions relating to module content, assessment and quality assurance are taken by the Kingston module leader.

As with RANEPA, the permanent SVKM faculty undertake programme management roles such as sitting on committees associated with our quality assurance processes and procedures, and they therefore undertake a level of active participation in the School’s governance.

### *GISMA, Germany*

GISMA Business School, the German International Graduate School of Management and Administration, was founded on the initiative of former German Chancellor, Gerhard Schröder in 1999.

Announced in 2018, the academic collaboration between the two institutions (GISMA and Kingston University) allows students to access UK postgraduate degrees in Germany.

GISMA Business School marked the official launch of our partnership in Hanover on 21st May 2019 welcoming the first student cohort for the MSc International Business Management. There will be 2 cohorts, January and September intakes, and the teaching will mirror the teaching in KBS.

As with our established delivery in Russia, the programme(s) are the same as those developed and delivered in the UK, and in many cases the module leader or teaching faculty also deliver the content in Germany as a "Flying Faculty". After the first Hanoverian cohort, all future delivery will be undertaken in Hamburg.

The GISMA team undertake some teaching with staff that we approve based on their industry knowledge and experience. The permanent team are fully engaged with student support including wellbeing, career development, Visa services etc.

GISMA is part of the Global University Systems (GUS), a network of HE institutions that are responsible for marketing, student recruitment and student admissions to the courses in line with Kingston University policy.

#### *Aventis School of Management, Singapore*

The collaboration with Aventis provides six programmes in Singapore: Business Management BA(Hons), Business Finance BA(Hons), Human Resource Management BA(Hons) "top-up" and Marketing Management BA(Hons) "top-up", delivering "top-up" Bachelors degrees through the provision of Level 6 (final year only) programmes.

This collaboration aligns well with our vision and mission, as it unlocks the opportunity of the attainment of a high quality UK degree to this population where diplomas have previously been standard, and there is still a restriction of access to full degrees. Most importantly, the majority of students in this programme are already in work and are able to use the learning immediately in their professional lives. Feedback indicates it is genuinely making a difference to the organisations they work for.

The top-up programmes are not delivered at Kingston, however the modules that create the programme of study in Singapore are delivered at Kingston. The module content and assessments supporting the programme learning outcomes are therefore under the management of a permanent Kingston faculty member, and quality assurance procedures such as equivalence checks are undertaken annually.

All teaching is delivered by adjunct faculty hired by Aventis (who understand our quality requirements for teaching faculty; all proposed adjunct faculty must be agreed by us). As suits the market in Singapore, a high number of industry experts are used as adjuncts, as this better supports the expectations of the students who are primarily already working in junior and middle management. The Kingston module leaders, as well as the liaison officer, are in regular contact with the adjunct faculty, and visit Singapore to ensure there is a clear understanding of the requirements of teaching the modules, and related student support.

#### **Business internships programme**

At Kingston Business School, we are aware of the growing need for graduates to be equipped with the necessary skills to be able to hit the ground running in the workplace. With an embedded Business Readiness programme and an internship scheme dedicated to enhance our students' transition from university to the world of work, we are leading the way in student employability. We have had great success with the internship programme so far and have received glowing feedback from employers about the contribution our students are making in the workplace.

This year's figures for the Business students are encouraging with 118 students securing a work placement and a further 134 securing on of the other placement options. By 31/1/19, 97 per cent of this year's cohort were in a placement in a variety of companies such as Cisco, Prodigy (Microsoft provider) and British Retail Consortium across a wide variety of roles such as Marketing Executive, Digital Marketing, Information Security, Marketing Management and Analytics Intern, Finance/Payroll administration, etc.



# PRME Principle 6: Dialogue

We will facilitate and support dialogue 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.

Kingston Business School benefits from an Advisory Board, which creates a formal mechanism through which the leadership team can obtain an external perspective on its mission, work and reputation. The members of the Advisory Board are experienced and influential representatives from the business community, not-for profit organisations and academia. They have a threefold remit:

- To provide strategic input into the School's portfolio of teaching, research and enterprise activities.
- To provide advice and support in enhancing the reputation and profile of the School.
- To provide advice and support in securing and maintaining funding from external sources.

The Business School has been active in global sustainability dialogue mainly through its strong links with the industry, professional associations and research programmes. The School also interacts with, and is accredited by, a number of professional bodies, which support corporate engagement for our students. A number of staff undertake a significant level of private consultancy and the Small Business Research Centre regularly undertakes contract research for government and companies; other faculty hold directorships of external organisations.

## **Strong links with the corporate world**

Kingston Business School supports continued engagement with the business world via the UK government-funded Knowledge Transfer Partnership (KTP) scheme. This scheme supports the interaction of regional SMEs with local academics to work on a defined project, allowing academics to transfer their specialist knowledge to the business aim. The work is undertaken by a fairly recent graduate (an associate), under the joint supervision of personnel in the firm and two academics.

As part of our Festival of Women Entrepreneurs, we hosted Women Entrepreneurship Week: SMI Women Entrepreneurship Week Conference in October 2018. The Events brought together 70 second-year Business School students with 12 leading female business owners from a range of companies (including start-ups) alongside more established companies. We gave all the attendees the opportunity to attend a specially formulated workshop delivered by the Mayor of London's entrepreneurship team. The morning highlighted sessions that considered the challenges of building a business and in the afternoon, everyone took part in a mini-hackathon with the students. NB: We have a HackCentre, a partnership between Kingston University and Santander. This gave the attendees a great opportunity to present a challenge or problem that their business is facing, and the students focused on that and worked to provide innovative solutions/ ideas to the business owners.

The Business School also creates engagement with the corporate world through the activities of the Business Development team, including, for example, Business Breakfasts, Kingston Business Expo, and the Women's Enterprise Network. The Business Expo is run in conjunction with the Kingston Chamber of Commerce, and includes

a business networking breakfast, seminars held by Kingston Business School lecturers, and an exhibition floor for local small and medium-sized businesses. Approximately 500 people attend the event annually.

Employability is embedded into the curriculum, and is supported by the Employability Consultant, who is a member of the University careers and employability service, but is dedicated full-time to the Faculty of Business and Social Sciences, and by the Business and Professional Experience (BPEX) team who support the new undergraduate corporate placements. A wide range of activities and support services are established, where students engage with the professions. These include:

- A series of 'Spotlight on...' sessions that involve a panel of employers who make presentations about their industry sector and field questions from students. These have included Banking and Finance, Human Resources Management, Marketing.
- A series of 'Speed Interviewing' events where students have the opportunity to practice their interview skills via participation in three or more 5-minute interviews with employers.
- The 'Strategy into Practice' series, where leading industry figures and entrepreneurs discuss their education, careers and experiences to staff and students (more details in the next sub-section).
- Recent graduates and longer standing alumni participate in employability workshops and presentations.

### Strategy into Practice

Our premium Strategy into Practice seminar series is designed to give students the opportunity to gain insights of strategy within business and not-for-profit corporations. In these sessions, they hear first-hand accounts from top executives on strategic challenges in their industry and how they strategically steer their organisation to compete successfully and deal with complex issues such as international growth, innovation and corporate social responsibilities. Students have the opportunity to ask questions and network after each session with the speaker, other local business leaders and academic staff from Kingston Business School. These seminars are open to the public, alumni and students.

#### **Metro Bank chairman Vernon Hill calls for companies to create fans rather than customers at 2019 first Strategy into Practice lecture**



The 2019 series of industry-respected Strategy into Practice seminars kicked off with American entrepreneur and chairman of Metro Bank Vernon Hill speaking to a packed lecture theatre at Kingston Business School.

Mr Hill told the audience of students, staff, alumni and local business people that when he had founded Metro Bank in 2010, it had been Britain's first new high street bank for more than 100 years. "It now boasts 66 stores and assets of more than £20 billion," he said. "Building a growth company or not-for-profit in a slow growth world as I did, is all about having fans rather than customers."

Mr Hill – who is also the founder, former chairman, president and CEO of Commerce Bancorp in New Jersey and chairman of Pet Plan North America – began his talk by asking who in the audience wanted to be rich, or a star. "Everyone excelled at something and superstars were just individuals who understood their unique talents", he said. "They match their careers to their gifts," he added. "This is why top chefs taste food and great musicians hear music differently to the rest of us."

Mr Hill outlined the journey taken to build a brand from scratch, starting from a basic brand promise, through to prompting an emotional response and finishing by becoming a legendary brand. "When you reach that status, the

customer and the brand become one and we call those customers 'fans' – which is what my book is about," he said. "Great brands are built by creating a value-added model that is different to your competitors." Mr Hill finished with a suggestion to the students in the audience. "Be all you can be," he said. "Choose a field which you love and where you want to go to work and go be a star."

The talk was followed by networking in the Business School atrium where eager students and staff queued up to ask Mr Hill to sign latest revised edition of his book *Fans! Not Customers: How to Create Growth Companies in a No Growth World* published by Profile Books.

Past speakers have included Greg Dyke, former Director General of the BBC, and Lord Michael Hastings, International Director of Corporate Citizenship at KPMG. Previous alumni speakers include former Amey CEO Mel Ewell, Chairman of Anthesis Group Malcolm Paul and Group Managing Director of We Are Pentagon Joe Tarragano.

## PRME activities

Kingston Business School staff regularly attend PRME conferences, being an active member of the UK and Ireland Chapter, and also participate in the PRME global forum.

Kingston Business School has recently joined PRME Working Group on Sustainability Mindset, which seeks:

- To impact students and support them in developing a mindset for sustainability
- To lead students to work on Sustainable Development Goals (SDGs) based projects making a difference in their community, and to document it
- To create and document tools and exercises that best develop the sustainability mindset
- To produce papers and present at academic settings
- To connect with other departments and/or faculty in their respective institutions, to promote a sustainability focus and create synergy
- To create a network of mutual support that can be a resource for each other's institutions

The Working Group is composed of 116 scholars from 104 universities in 40 countries. The group has the vision to achieve the SDGs by developing a sustainability mindset (defined as a way of thinking and being that results from a broad understanding of the ecosystem's manifestations, an introspective focus on the personal values and the higher self, and finds its expression in actions for the greater good of the whole).

By sharing experiences and insights, the PRME Sustainability Mindset Working Group has created a learning-teaching-researching network of support with the aim to accelerate a mindset change in business students for a sustainable planet. As part of this working group, both Fatima Annan-Diab and Ana M Pedraz participate in several activities:

- **Invited Isabel Rimanoczy**, convener of the United Nations PRME Working Group on the Sustainability Mindset to deliver a three-day workshop to Kingston University MBA students.

The overall Learning Goal of the sessions was to develop a new lens through which to analyse information and make decisions for a sustainable world. To accomplish this, Prof. Rimanoczy covered the 12 Principles for a sustainability mindset, organised into four dimensions: Ecoliteracy, Systems Intelligence, Emotional Intelligence and Spiritual Intelligence, all of them anchored on the Sustainable Development Goals (SDGs) as a framework for action.

- **lead students to work on SDG based projects making a difference in their community, and documenting it**

#### AIM2Flourish UN SUSTAINABLE DEVELOPMENT RESOURCES

Incorporating elements of the AIM2Flourish higher-education curriculum for business and management school students in the modules to teach Master students at KU about the UN Sustainable Development Goals (SDGs), and business' role in achieving them.

- **produce video clip and present at 2019 AOM:**

#### ACADEMY OF MANAGEMENT 2019 ANNUAL MEETING Boston, MA

The Working Group will lead a Professional Development Workshop entitled "From Inclusive Thought to Action: How Can We Develop Individuals that Shape a More Inclusive World?". An interactive experience based on student's video clips discussing what is possible and happening in terms of inclusivity on a wide cultural and geographical scale.

- **create and share tools and exercises that best develop a sustainability mindset**

#### DEVELOPMENT OF DIGITAL MARKETING TOOLS

Development of a Social Media Campaign to support the 'Inclusive World' theme in AOM 2019

- **create a network of mutual support that can be a resource for each other's institutions within the PRME WG**

#### PARTICIPATING IN WEEKLY VIRTUAL MEETINGS

Joining the formal and informal conversation and meeting colleagues from around the world to share experience and tools that can be used to develop the sustainability mindset with students.

- **Encouraged the co-creation and dissemination of knowledge on CSR and sustainability with other institutions outside the PRME WG to promote a sustainability focus and create synergy**

#### COLLABORATIVE RESEARCH BETWEEN KU and Lviv Polytechnic National University (ERASMUS +) 'The Development of Corporate Social Responsibility Research: A Bibliometric Analysis'

Kingston Business School staff regularly attend EFMD, AACSB and other conferences related to Responsible Management. PhD students are also encouraged to send research papers to these conferences and attend them.

Fairtrade is part of the routine for Kingston Business School students. The University is a Fairtrade university, assessed by the Fairtrade Foundation, prioritising Fairtrade products, according to our Fairtrade procurement policy, launched in 2014. The University sells Fairtrade products in all our food outlets, and all the coffee and tea we sell on our campuses is Fairtrade. Business School students also learn and debate about Fairtrade during the lectures, as this topic is an integral part of the curriculum. The School also promotes Fairtrade exhibitions.

# Future Objectives

With roots in professionally-orientated programmes, widening participation, and a genuinely diverse and international faculty and student body, our focus is on creating and unlocking life-changing opportunities through learning and research that influence behaviour and professional practice.

Kingston University's Board of Governors has approved a £325m investment programme which, over the next decade, will continue to create high quality buildings and landscaping to improve the teaching and learning environment. The new buildings will be innovative, environmentally sustainable and flexible enough to adapt to future needs.

The Business School continues in a period of dynamic development and innovation. The School aims to fulfil its mission across four areas of activity: undergraduate education, postgraduate education, executive short courses and summer schools, and research. In terms of strategic planning, 2015/16 was a transitional year, with a major focus on actions for medium and long term development. 2016/17 saw a major initiative implemented: the new undergraduate degree portfolio with integrated business experience. 2017/18 saw the new postgraduate portfolio implemented, along with significant progress towards realising our research objectives. Strategic objectives for the current five-year period are:

2017 Objectives	2017 Objective met?	Target for 2021
Support all students to realise their potential academically and in the world of work, and maintain our relationships with them as alumni.	<b>In full</b> More students and alumni have engaged in Sustainability and Ethical management modules and projects such as dissertations, conferences, external lectures etc.	Yes
Continue to develop our portfolio of undergraduate and postgraduate programmes.	<b>Partially</b> Curriculum development is a work in progress with potential to increase the number of hours of CSR teaching at Masters level	Yes
Continue to improve our pedagogy.	<b>Partially</b> Expansion and development of responsible management and/or SDG related teaching materials is in progress through the actualization of teaching notes, case studies and assessments and virtual learning environments	Yes
Deliver and support our portfolio with engaged staff: academic staff will inform their teaching with current research, scholarship and practice; and all academic and professional staff will engage with continuing professional development and maintain professional values to enhance the student experience.	<b>Partially</b> Training of new staff through PRME Leap and additional Sustainability Leadership Courses. Strengthen ties with other academic institutions searching for collaboration opportunities	Yes
Maintain a staff: student ratio and class sizes that enable the delivery of engaged student support, encourage innovation in teaching and learning, and allow time for a higher level of research activity.	<b>Fully</b> Staff: student ratios have allowed close interaction with students and we now aiming to move from driving awareness to creating action	Yes

2017 Objectives	2017 Objective met?	Target for 2021
Further develop enterprise engagement.	<b>Partially</b> Planned project to engage companies recruiting from KU to provide information about what sustainability and ethical competencies they seek in graduates and share these with Board of Studies and students	Yes
Continue to provide a research environment that allows staff and students to flourish, and expand the scale and quality of engaged and impactful research.	<b>Partially</b> Create a research data base of Kingston University faculty and students' publications and engagements on Sustainability related topics	Yes

A full research strategy is embedded into Kingston Business School's planning, with research activity facilitated through workload allocation and funding. We have strong research foci in small business/entrepreneurship, international business, behaviour and practice, and innovative pedagogy. The School's Associate Dean of Research is a member of the Faculty Management Group, and therefore has a direct input into Faculty-level strategic decision-making, the annual planning cycle and budgetary allocation. The Research Strategy outlines our objectives to:

- Ensure the strongest environment in terms of quantity and quality metrics for external assessments in terms of number of staff submitted, external income, impact, research student completions.
- Develop and sustain recognised centres and areas of research excellence, as identified in external assessments, through strategic investment and to act as a focus for high quality research.
- Cultivate new research groups that may act as nascent research centres or clusters of individuals who have common research interests, to nurture staff interests and enable the vitality and sustainability of research activity.
- Promote and disseminate research outputs and activities through the research repository, newsletters and events and an enhanced website presence.
- Achieve enhanced levels of external research funding, from both public and private sources, OST and contract research.
- Develop strategic collaborations, international and national, to enhance research reputation, capabilities, capacities and impact.

All research-active staff are allocated time on their workloads to develop their research and publications. Faculty have at least 50 per cent of their time available for research.

Running alongside the Business School's Departments there are a variety of Research Centres and Groups, with specific objectives. For example, the research objectives of the Behaviour and Practice Research Group - which works across a range of fields, including energy consumption, healthy lifestyles and responses to flood risk - involve gaining interdisciplinary insights into factors shaping behaviour and practice, and the subsequent evaluation of new interventions (including digital technologies) based on the research insights. To further support this group, the School has agreed to fund development of a specialist Behavioural Lab during 2017.

# Appendices

## 1. Accreditations and Professional Memberships

Kingston Business School believes that gaining accrediting and professional body approval is vital in encouraging a culture of continuous improvement and ensuring we are meeting the latest professional standards. The majority of these accrediting bodies also require promotion of ethics sustainability and social responsibility and we are proud that we meet their standards. These accreditations include:



The Association to Advance Collegiate Schools of Business is a major international accreditation for Business Schools. It requires ongoing alignment with 15 standards, and a focus on delivering a Business School's vision and mission.

Kingston Business School received a full five years' accreditation in 2016.

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AMBA accredits MBAs (and associated degrees) as an external quality measure, as well as acting a professional membership network for MBA graduates. AMBA accredits:

- MBA (Kingston and Moscow; all cohorts)
- International Business Management MSc (plus pathways)
- DBA (not currently recruiting)

Kingston Business School received a full five years' reaccreditation in 2018.

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EPAS (EFMD Programme Accreditation System) is a programme-level award from EFMD (the European Foundation for Management Development), accrediting international business and management programmes, and is an external quality measure. EPAS accredits:

- International Business with Business Experience BSc (Hons)
- International Business Management MSc (and pathways)

Kingston Business School received a full five years' reaccreditation in 2017.



## Professional body accreditations

*ABP:* The Association of Business Psychologists accredits:

- Business and Occupational Psychology MSc

*ACT:* The Association of Corporate Treasurers offers professional exam exemptions within:

- Accounting and Finance with Business Experience BSc (Hons)
- Finance MSc
- Accounting & Finance MSc
- Financial Business Management MSc
- Banking & Finance MSc
- Investment & FRM MSc

*ACCA:* The Association of Chartered Certified Accountants offers professional exam exemptions within:

- Accounting & Finance with Business Experience BSc (Hons)

*BPS:* The British Psychological Society accredits:

- Business and Occupational Psychology MSc

*CIM:* The Chartered Institute of Marketing offers professional diplomas, and recognises exemptions through their Graduate Gateway within:

- Marketing and Advertising with Business Experience BSc (Hons)
- Marketing and Brand Management MSc
- Marketing Communications and Advertising MSc

*CIMA:* The Chartered Institute of Management Accountants offers professional exam exemptions within:

- Accounting & Finance with Business Experience BSc (Hons)

*CIPD:* The Chartered Institute of Personnel and Development accredits:

- Human Resources Management MSc
- International HRM (Kingston and Moscow) MSc
- Business Management with Business Experience BSc (Hons) (HRM specialism)

*CIPR:* The Chartered Institute of Public Relations accredits:

- Public Relations and Corporate Communications MA
- Marketing Communications and Advertising MSc

*CIPS:* The Chartered Institute of Procurement and Supply accredits:

- Logistics and Supply Chain Management MSc

*ICAEW:* The Institute of Chartered Accountants in England and Wales offers professional exam exemptions within:

- Accounting & Finance with Business Experience BSc (Hons)

*RICS:* The Royal Institution of Chartered Surveyors accredits

- Real Estate Management BSc (Hons)
- Real Estate MSc

## Memberships



The Principles for Responsible Management Education (PRME) were developed in 2007. Under the coordination of the UN Global Compact and leading academic institutions, the PRME task force developed a set of six principles which lay the foundation for the global platform for Responsible Management Education. Kingston Business School has been an advanced signatory of PRME since 2015.



Kingston Business School is an active member of the Chartered Association of Business School (CABS). The CABS is the authoritative voice for the UK's Business Schools and Independent Management Colleges. The Association was established to promote the excellence of Business and Management Education in the UK and to improve the quality and effectiveness of managers in the UK and internationally.



AIM2Flourish is the world's first global initiative steering future business leaders towards achieving the UN Sustainable Development Goals (SDGs) and a flourishing world for all. It offers a highly adaptable, professor-facilitated curriculum that combines classroom learning about transformative business models with the outside experience of students interviewing innovative CEOs.



Kingston University is also a member of the International Ethics Standards for the development and use of high quality international and principle-based ethics standards in land, real estate, construction, infrastructure and related professions.

## 2. International Recognition and Rankings



*For the eighth year running, Kingston University has been rated amongst the top two most successful UK higher education institutions for graduate start-up companies*

This figure comes from the Higher Education - Business and Community Interaction Survey 2016/17, which is completed by all publicly funded higher education providers in Britain. The results detail how universities and higher education institutions are contributing to the UK economy.



*Kingston MBA ranks amongst the top MBAs in Russia*

Kingston Business School's MBA course in Moscow has been ranked no. 1 MBA in Russia according to the prestigious 'Secret Firm' rankings table ('Company Secrets') and the "Narodny ranking", set up by 'All about MBA' internet portal and RBC news channel.



*The Research Excellence Framework (REF) 2014 ranks Kingston Business School 12<sup>th</sup> out other universities in London and the South East*

60 per cent of the university's research submission was rated as world-leading or internationally excellent. This represents a 100 per cent improvement since the previous assessment in 2008. The REF or Research Excellence Framework is an exercise undertaken approximately every six years. It evaluates the quality of research in universities in the UK. It is the only Government sponsored ranking of research quality in UK universities.



*Kingston Business School Leadership and Management in Health rated in top 100 globally by Eduniversal Best Masters Ranking 2018*

Kingston Business School's Leadership and Management in Health MSc has been ranked 75th in the world. This positions Kingston Business School as one of the top providers of health management MScs in the United Kingdom.



*Kingston University rises seven places in latest Complete University Guide league tables of the top higher education institutions across the United Kingdom*

The University has been rated 95 overall in 2018, up from equal 102 in 2017 and 109 in 2016. The Complete University Guide is an independently published ranking produced in association with The Independent newspaper. The criteria include: student satisfaction, research assessment/ quality, entry standards, ratio of students to staff, spending on academic services, spending on facilities, the number of good honours awarded, graduate prospects and completion rate of degrees.



*Eduniversal gives Kingston Business School a 3 Palmes (Excellent Business School with reinforcing international influence) rating in its annual ranking of business schools and universities in 154 countries*

The 2018 rankings were determined from the responses of the Deans and Directors from the most prestigious and best Business Schools.

# 3. Courses Offered by Kingston Business School

Kingston Business School offers a range of courses across a variety of business disciplines, designed to meet the demands of today's organisations and the ever changing global economy. Responsible management is embedded in all courses offered by our Business School. Many of our courses are accredited or recognised by the leading professional bodies within that area.

## **Business Postgraduate Courses**

- Real Estate MSc

### *Accounting and finance*

- Accounting and Finance MSc
- Banking and Finance MSc
- Finance MSc
- Financial and Business Management MSc
- Investment and Financial Risk Management MSc
- Pre-Masters Programme (delivered by Study Group)

### *Creative industries*

- Managing in the Creative Economy MA

### *Doctoral research degrees*

- Business PhD (Doctor of Philosophy)

### *Innovation and Entrepreneurship*

- Innovation Management & Entrepreneurship MSc
- International Business Management with Entrepreneurship MSc
- Pre-Masters Programme (delivered by Study Group)

### *International Management and Operations Management*

- International Business Management MSc
- International Business Management with Entrepreneurship MSc
- International Business Management with Marketing MSc
- International Business Management with Project Management MSc
- Logistics and Supply Chain Management MSc
- Master of Business Administration MBA
- Pre-Masters Programme (delivered by Study Group)

### *Leadership and human resource management*

- Human Resource Management MSc
- Human Resource Management MSc top-up
- International Human Resource Management MSc
- International Human Resource Management MSc top-up
- Leadership and Management in Health PgCert/PgDip/MSc top-up/MSc
- Occupational and Business Psychology MSc
- Occupational and Business Psychology Professional Doctorate
- Pre-Masters Programme (delivered by Study Group)

### *Marketing and communications*

- International Business Management with Marketing MSc
- Marketing Communications and Advertising MSc
- Marketing & Brand Management MSc
- Pre-Masters Programme (delivered by Study Group)
- Public Relations and Corporate Communications MA

### **Business Undergraduate Courses**

- Accounting & Finance BSc(Hons) with business experience single honours
- Business Management BSc(Hons) with business experience and choice of specialisms single honours
- Digital Business BSc(Hons) single honours
- Entrepreneurship and Innovation Management BSc(Hons) single honours
- Foundation Year in Business
- International Business BSc(Hons) with business experience single honours
- Marketing & Advertising BSc(Hons) with business experience single honours
- Real Estate Management BSc(Hons) with Business Experience single honours

### *Business courses taught overseas*

- Business Administration BBA(Hons) single honours Top-up (delivered by Aventis School of Management, Singapore)
- Business Finance BA(Hons) (top up) (delivered by Aventis School of Management, Singapore)
- Business Management BA(Hons) (top up) (delivered by Aventis School of Management, Singapore)
- Human Resource Management BA(Hons) (top up) (delivered by Aventis School of Management, Singapore)
- Marketing Management BA(Hons) (top up) (delivered by Aventis School of Management, Singapore)

### *Business top-up degrees and HNDs*

- Business HND (delivered by Kingston College)
- Business Management Practice BA(Hons) top-up single honours

### *Preparatory courses for international students*

- International Foundation Year (delivered by Study Group)
- International Year One Business and Management (delivered by Study Group)

## 4. Kingston MBA Modules

At Kingston University, the MBA course – offered in a full-time and part-time basis, in London and in Moscow – comprises a set of ten core modules and two electives, in addition to the delivery of a management research project. Sustainability and ethics are embedded throughout the curriculum and there is a specific core module on Responsible Management.

### Core modules

- Big Data and Business Analytics
- Career and Leadership Journey
- Enterprise and Innovation
- Financial Management
- Management Consultancy Project
- Marketing Principles and Practice
- Operations Management
- Organisations and Management in a Global Context
- Responsible Management
- Strategic Management

### Elective modules

- Change and Creativity
- Corporate Finance
- Development and Growth of SMEs
- Global Business
- Global Immersion
- Interactive Marketing
- Innovation Finance
- Project Management
- Supply Chain & Logistics Management
- Top Management Teams and Corporate Governance
- Winning and Retaining Customers



# 5. The Ten Principles of the United Nations Global Compact

Kingston Business School has worked for more than a decade towards the UN Global Compact's Ten Principles, which are derived from the Universal Declaration of Human Rights, the International Labour Organization's Declaration on Fundamental Principles and Rights at Work, the Rio Declaration on Environment and Development, and the United Nations Convention Against Corruption.

## Human Rights

- Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and
- Principle 2: make sure that they are not complicit in human rights abuses.

## Labour

- Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
- Principle 4: the elimination of all forms of forced and compulsory labour;
- Principle 5: the effective abolition of child labour; and
- Principle 6: the elimination of discrimination in respect of employment and occupation.

## Environment

- Principle 7: Businesses should support a precautionary approach to environmental challenges;
- Principle 8: undertake initiatives to promote greater environmental responsibility; and
- Principle 9: encourage the development and diffusion of environmentally friendly technologies.

## Anti-Corruption

- Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

# Kingston Business School

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