

PRME

This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of the **Principles for**
Responsible Management Education

Sharing Information on Practice: UWE Bristol 2016-18

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UWE's Commitment to PRME

UWE, Bristol is proud to be an active member of the international PRME community. Our Strategy 2020 commits the university to *advancing knowledge, inspiring people, and transforming futures*. We are currently finalising out new institutional strategy and our commitment looks set to continue to align with the Principles of Responsible Management Education. As a civic university which takes its responsibilities to the city- region and wider society very seriously we recognise our responsibility to deliver this strategy in a manner that is consistent with our commitment to PRME, that enhances the sustainability of the university and supports attainment of the UN Sustainable Development Goals. The university's Sustainability Board remains the high-level governance committee charged with integrating PRME considerations into policy, planning and implementation across the institution.

The university has identified PRME as an important component of our Education for Sustainable Development agenda and this agenda continues to gain momentum in its reach and depth within UWE. The university's Graduate Attributes (self-reliant and connected, ready and able, enterprising, globally responsible and future-facing) embed the principles of responsible management but also describe a sustainability literate professional.

We will continue to work hard over the course of the next reporting period (2018 -2020) to ensure that PRME informs the decision-making processes of the university as we seek to ensure that the graduates and post graduates of the university are fully prepared for the challenges and opportunities that they will confront in their professional lives.

We have identified ambitious objectives for the implementation of the Principles in the next reporting period and look forward to sharing the experiences and outcomes with fellow PRME signatories in 2020.



Professor James Longhurst
Assistant Vice Chancellor
Chair of the UWE, Bristol Sustainability Board

Introduction to PRME at UWE and this SIP Report

UWE Bristol Business School has been a signatory of PRME since 2010 and has remained an active participant with a dedicated representative ever since (Svetlana Cicmil). However, in 2014, UWE become one of only a few HEIs to adopt PRME across the institution (and is still one of very few institutional members). Our [Sharing Information on Progress Reports](#) document this development. We joined and have supported the PRME UK and Ireland Chapter since its inception, contributing to its activities in a number of ways, e.g. presenting at annual conferences, facilitating its links and collaboration with the regional Global Compact, and by bringing closer together PRME and ESD initiatives. Institutional leads for PRME are members of UWE's Sustainability Board to ensure integration of the principles into university business. The university has continued to support the development of the Sustainability Literacy Test, which was developed in association with PRME, and will continue to offer the test to staff and students where appropriate. The university has been pleased to continue to contribute development of questions and to discussions about how to improve the attractiveness and uptake of the test.

UWE utilises its well-established work on education for sustainable development as the vehicle by which PRME is being adopted institution-wide. PRME is included in staff development on education for sustainable development in curriculum approval and review processes, was included in our institution-wide ISO 14001 accreditation, was one of our self-defined criteria in our NUS Responsible Futures 2016 accreditation and was made explicit in the ESD-related theme of our Sustainability Plan mid-point review. It will continue to inform the new Sustainability Plan 2030 which is currently being developed.

Introduction to this SIP Report

In UWE's previous SIP report (2014-2016), the following objectives were set:

Principles 1 and 2: Purpose and values

- Include PRME as part of a mid-point review of UWE's Sustainability Plan and the Terms of Reference of the Sustainability Board via representation on the Board.
- Facilitate the acknowledgement of broader responsibility for sustainability and the embedding of PRME into the routine business of the university.
- Consideration of the benefits and implications of explicitly referencing PRME in strategic documents, in curriculum documentation (both in approval stages and in student-facing documentation) and in institution-wide activities (such as volunteering, internships, students' union).
- Explore deeper engagement with the UN Global Compact, both in terms of institutional commitment and understanding how it is represented in with our curriculum.

Principle 3: Method

- Ensure that PRME principles inform activity related to UWE's Graduate Attributes
- Develop our work to ensure that all students have the opportunity to develop skills and gain experience aligned to becoming a responsible manager
- Support the implementation of V2 of the Sustainability Literacy Test (SuLiTest)

Principle 4: Research

- Profile PRME and issues of the relationship between corporations and sustainability in PG business and law programmes.
- Encourage sustainability researchers to consider PRME implications and opportunities when publishing their findings.

Principle 5: Partnership

- Support socially and environmental responsible organisations in Bristol and the development of responsible graduates via our strategic partnership with the Bristol Green Capital Partnership and SkillsBridge (an online portal facilitating partnership between students and organisations).

Principle 6: Dialogue

- Develop a statement which outlines the relationship between our work with the PRME principles and our work with the Sustainable Development Goals (SDGs).

This report will provide an update on our work against these objectives, taking each Principle in turn. Information about the much broader sustainability action being taken by UWE Bristol can be found on our website, at:

<https://www1.uwe.ac.uk/about/corporateinformation/sustainability.aspx>

Taking action on our 2016-2018 objectives

Principles 1 and 2: Purpose and values

In our last SIP report, we committed to:

- Include PRME as part of a mid-point review of UWE's Sustainability Plan and the Terms of Reference of the Sustainability Board via representation on the Board.
- Facilitate the acknowledgement of broader responsibility for sustainability and the embedding of PRME into the routine business of the university.
- Consideration of the benefits and implications of explicitly referencing PRME in strategic documents, in curriculum documentation (both in approval stages and in student-facing documentation) and in institution-wide activities (such as volunteering, internships, students' union).
- Explore deeper engagement with the UN Global Compact, both in terms of institutional commitment and understanding how it is represented in with our curriculum.

Sustainability Plan and Board

This last reporting period has seen finalisation and active implementation of our Sustainability Plan (midpoint refresh version). PRME is explicitly referenced in the Plan with a commitment to institution-wide engagement with the UN Principles of Responsible Management Education (PRME), where appropriate.

The process by which the Sustainability Plan was refreshed reflects our commitment to PRME values in our governance. The refresh of the Plan was been undertaken by the Sustainability Board, drawing in part on an open consultation event held in the Students' Union during Green Week in Autumn 2016. This was attended by a large number of students and staff and provided valuable insights about concerns and opportunities for further progress. The framing of the refreshed plan benefits considerably from a live brief undertaken by students from the MSc Sustainable Development in Practice and MSc Environmental Management studying the Sustainable Development: Principles and Practice Module in October 2016. Students studying this module critically evaluated the existing plan and provided advice on the priorities for a refreshed plan, the overall direction of the plan, its communication to student, staff and other stakeholder audiences and generated specific recommendations for action.

Implementation of the Sustainability Plan is overseen by the [Sustainability Board](#) which is chaired by the Assistant Vice-Chancellor for Environment and Sustainability. The refresh of the Sustainability Plan included a review of the membership and Terms of Reference of the Sustainability Board. The revised Terms include a requirement for the Board to support the implementation of the Principles of Responsible Management Education (PRME). The PRME lead for UWE Bristol sits in attendance at the Board, enabling the Principles to inform decisions made by the Board.

Broadening Responsibility

UWE Bristol has a large team of people dedicated to leading and managing the institution's sustainability performance and contribution to the SDGs. Details of these staff can be found at: <https://www1.uwe.ac.uk/about/corporateinformation/sustainability/sustainabilitycontacts.aspx>.

This work is overseen by the Sustainability Board which meets 4 to 5 times a year and takes its authority from and reports to the Directorate, Academic Board and the Board of Governors. In addition, elected officers of the Students' Union report to the Board on sustainability outcomes of their activities and through the governance arrangements of the Union. At each meeting the Board reviews progress with the 11 themes of the Sustainability Plan, undertakes regular reviews of policies including the Environmental Policy and the Ethical Investment Policy, approves action plans arising from the Sustainability Plan, reviews progress with the commitment to adopt the principles of Responsible Management Education (PRME) across the institution, and provides the governance of the whole institution ISO 14001 accreditation process and the Responsible Futures accreditation. The Assistant Vice-Chancellor for Environment and Sustainability is charged with promoting the integration of sustainability and enhancing the impact of all our sustainability teaching, research, knowledge exchange and community engagement activities.

In this last reporting period we have initiated annual meetings between the AVC Environment and Sustainability, Associate Professor in Education for Sustainable Development, the Sustainability Manager and the Sustainability Officer and each of the four Faculty executive teams. The explicit purpose of these meetings is to promote an expectation of responsibility and action by Faculty executive members to support achievement of the objectives of the Sustainability Plan, including commitment to PRME.

The embeddedness of sustainability issues into our institutional strategy and the strategic programmes derived from it, is the result of years of commitment by passionate staff, including senior leaders. The university is now in a position whereby sustainability is present in the terms of reference and responsibilities and expectations of all staff and students. This ensures that it is not only core to the provision of formal teaching and learning activities but also to the informal activities and physical/cultural context which also form a critical part of students' learning experience.

Explicit Referencing of PRME

The values embedded in UWE's core strategic documents, in curriculum documentation and in other institution-wide activities align well with PRME values and principles. Education for sustainable development is explicitly referenced in many of these documents and activities. At this time we have not identified scope for or value in explicit referencing of PRME beyond the aforementioned commitments associated with the Sustainability Plan.

Engagement with Global Compact

Our work with the Global Compact in this last reporting period has centred on hosting of a very successful SDG Roadshow run by UN Global Compact at UWE Bristol in 2017 which brought over 100 delegates from business and HE together to share ideas and practice (see: <https://www.unglobalcompact.org.uk/sustainable-development-goals-uk-roadshow/making-global-goals-local-business-bristol/>) . Involvement in future iterations of the Roadshows is planned.

Principle 3: Method

In our last SIP report, we committed to:

- Ensure that PRME principles inform activity related to UWE’s Graduate Attributes
- Develop our work to ensure that all students have the opportunity to develop skills and gain experience aligned to becoming a responsible manager
- Support the implementation of V2 of the Sustainability Literacy Test (SuLiTest)

Graduate attributes

[UWE Bristol's Strategy 2020](#) outlines the university's ambition to be known for our inclusive and global outlook and approach. We are committed to ensuring that our graduates are ready and able to realise their full potential; well equipped to make a positive contribution to society and their chosen field of work or further study; and primed to play their part in developing a sustainable global society and knowledge economy. Our [Graduate Attribute Framework](#) ensures that our students develop a sense of global responsibility and a future-facing outlook during their time at UWE. Teaching staff and our Employability and Enterprise Service work together to build work-integrated learning opportunities in to our courses to help students develop these attributes.

Student skills and experience

Becoming a responsible manager, professional and citizen requires exposure to and taking up of opportunities to both learn about global challenges and to engage in real world experiences. At UWE Bristol, our academic staff work across discipline boundaries, between teaching and research, with our [Employability and Enterprise](#) teams, with [UWE Volunteering](#), with student experience teams and with [our Students’ Union](#) to ensure that our students have multiple and various opportunities to develop knowledge, skills and attributes aligned to sustainability literacy and action.

UWE Bristol places huge importance on practice-based learning opportunities for students. These opportunities take the form of placements, internships, volunteering initiatives, live briefs, practice-oriented/work-based teaching and learning and more. These opportunities are all excellent vehicles for effective learning for responsible leadership and the development of global social responsibility and align explicitly to all PRME principles.

Sustainable development features strongly in a significant number of the hundreds of placements and work based learning projects that take place each year. In particular, the UWE Global Water Security Network offers opportunities for students to travel to developing countries to support global organisations working on improving water security worldwide.

In 2016, UWE led an innovative pilot programme co-funded by the European Union's Erasmus+ programme to foster entrepreneurship and team working in energy efficiency and renewable energy in the construction industry. GreenPreneur enabled students to gain practical, hands-on experience of working in teams and was designed to support the leadership capabilities and development of professionals in the energy efficiency and renewable energy sectors.

Sustainability Literacy Test (SuLiTest)

Throughout the last reporting period, UWE Bristol has remained engaged with UK discussions, development and use of the SuLiTest. Dr Georgina Gough is on the UK steering group for the test and has taken part in steering group discussions and presented in a webinar on the test. We have promoted the test to colleagues internally but not yet achieved a significant number of completions. We will continue to consider what best use the test can be put to with UWE staff and students in order to support international take up.

Principles 4: Research

In our last SIP report we committed to:

- Profile PRME and issues of the relationship between corporations and sustainability in PG business and law programmes.
- Encourage sustainability researchers to consider PRME implications and opportunities when publishing their findings.

PG business and law programmes

In this last reporting period, we have continued to promote and use responsible management education discourse and principles more prominently within UWE Bristol Business School curriculum and pedagogy. Significant progress has been made at the MBA programme level (both executive and full-time modes); a number of modules transparently encourage students actively debate notions of sustainable development, corporate social responsibility (CSR), responsible management and responsible education and what RME might mean for the programme as a whole. A paper based on these efforts, jointly authored by the MBA Programme Director and the UWE PRME leader has been published. The reference for this work is:

Cicmil S. and Gaggiotti, H. (2018) Responsible forms of project management education: Theoretical plurality and reflective pedagogies *International Journal of Project Management* 36/1 208–218.

The article:

- introduces and argues the concept of responsible project management education (RPME) at university level building on the UN PRME
- gives an example of curriculum design and pedagogy of a project management course at MBA level guided by RPME principles
- argues that RPME should embed the concepts of projectification, relational complexity and practical wisdom
- demonstrates how an experiential reflective learning strategy could bring theory and PM practice closer together
- outlines perceived benefits and challenges of RPME based pedagogy including discomfort, excitement, light-bulb moments and liberation.

PRME in research publications

UWE Bristol's research and knowledge exchange activities support the goal of sustainable development and address many of the urgent challenges associated with this agenda. Examples of sustainability-related research can be found on our [Research with Impact web pages](#). These include work on air quality management, flood resilient communities, powering the future, closing the net on overfishing, shaping sustainable suburbs and shaping minimum wage policy. Information on how to explore UWE research relevant to the PRME principles is provided in Appendix A.

UWE has further signed up to [Dissertations for Good](#) which facilitates partnerships between students and organisations for collaboration on dissertations into economic, social and environmental sustainability. One project has been completed under this initiative: A baseline assessment of the United Nations Sustainable Development Goals (SDGs) within European Student Union web environments completed by Thomas Haines in conjunction with the National Union of Students in 2018. Reference is: Haines, T., Longhurst, J. and Bonnett, S., 2019. A baseline assessment of the United Nations Sustainable Development Goals (SDGs) within European Student Union web environments. *Meliora: International Journal of Student Sustainability Research*, 2(1), DOI: <http://doi.org/10.22493/Meliora.2.1.0014>

Examples of relevant PG law student research topics are:

- The sustainability of oil and gas projects on the indigenous community in Latin America: case study of Colombia and Peru
- Access to Water and Sustainable Management of Water Resources in Nigeria
- Sustainable hydro-energy deployment in Nigeria

Similarly, students on the MSc International Business have selected dissertation topics including: sustainable tourism; recycling; sustainable procurement; sustainable leadership; innovation in developing countries; CSR and financial performance; the green impact of Open Innovation Mode in business; and globalization and developing countries.

Examples of relevant staff research (which feeds into teaching activity) include:

- Dr Mark Everard (FET) and Professor Jona Razzaque (FBL) completed the REDD+ project based in Nigeria in this last reporting period. The aim of this project was to assist Nigeria in strengthening the policy, legal and institutional framework for managing grievances that can address stakeholders' concerns and issues relevant to Reducing Emissions from Deforestation and Forest Degradation (REDD+) implementation.
- Many UWE staff and students continue to undertake research at festivals including Glastonbury, Shambala, Boardmasters and Wild and Well on sustainability impacts of such events.

Principle 5: Partnership

In our last SIP report, we committed to support socially and environmental responsible organisations in Bristol and the development of responsible graduates via our strategic partnership with the Bristol Green Capital Partnership and SkillsBridge (an online portal facilitating partnership between students and organisations).

Partnership is key to UWE Bristol's mission and being connected is one of our institutional values (see: <https://www1.uwe.ac.uk/about/ourstory/purposeandambition.aspx>). We recognise the value of strategic partnerships for both the institution and our students in enhancing learning and teaching, research and infrastructure. We also recognise our responsibility in contributing to the development of our city, region and beyond and in jointly tackling social and environmental challenges. In this last reporting period we particularly committed to supporting socially and environmentally responsible organisations in Bristol and to working on our strategic partnership with the Bristol Green Capital Partnership and Skills Bridge.

Our external partnerships are also extremely important and through our partnerships with local, regional, national and international organisations, we are able to ensure that we contribute to the development of happier, healthier, more sustainable communities and that our students develop the ability to apply their knowledge and skills to real world sustainability challenges. UWE Bristol's strong links with the Bristol Green Capital Partnership provide many opportunities for students to volunteer, undertake live projects, work with a variety of organisations to help to build a happier, healthier Bristol. UWE commits staff time to representation on the BGCP advisory board, to support for the monthly Green Mingles run by BGCP and to the Bristol SDG Alliance, coordinated in conjunction with BGCP. Skills Bridge is a mechanism for BGCP member organisations to connect with and draw upon the skills of students via placement, internship, project, volunteering and other opportunities.

It is worth noting that our partnership with The Students' Union at UWE continues to be very strong, particularly in relation to issues associated with PRME, and has led to awards and accreditations both internally and from external organisations such as the National Union of Students (Responsible Futures and Green Impact) and the Environmental Association of Universities and Colleges (Green Gown Awards). Students continue to be represented on all UWE Bristol's major boards and committees, including those with a core focus on sustainability, curriculum and/or student experience. As such, the student voice forms an important part of discussion and decision-making in relation to these issues. Sustainability is frequently raised in these fora as a result of institutional activity and student interest, including at Academic Board, the highest level of academic governance at UWE Bristol.



Finally, our Knowledge Exchange for Sustainability Education (KESE), which includes PRME representation, was awarded the Collaborative Award for Teaching Excellence by Advance HE in 2018.



Principle 6: Dialogue

In our last SIP report, we committed to develop a statement which outlines the relationship between our work with the PRME principles and our work with the Sustainable Development Goals (SDGs). Significant staff illness has delayed our work in mapping SDGs and we have focused on our curriculum mapping. We therefore carry this objective over to the next reporting period. However, we continued to undertake numerous initiatives which seek to promote sharing of ideas relating to principles and values aligned to PRME.

We have been active in contributing to activities of both the UK and Ireland Chapter of PRME and international PRME activity:

- Dr Svetlana Cicmil represented UWE Bristol at the 2017 Global Forum for Responsible Management Education in July 2017 in New York.
- Dr Cicmil facilitated a workshop prepared by herself and Dr Georgina Gough on '*SD(G)s-informed management education in academic institutions: a holistic participatory exploration of responsible strategies*' at the 5th UK & Ireland PRME Conference, Queen Mary University of London, June 2018 with the following objectives:
 - to explore the factors that influence inclusive development of SDG-informed responsible management education in academic institutions using a framework of axioms of management education (Cicmil, Gough and Hills, 2017; Holman 2000)

- to elucidate a collective reflection of academic practice based on attendees' lived experience of RME/ESD to date
 - to initiate a re-evaluation of the comprehensiveness of the current 6 Principles RME in light of the emerging shared understanding of what responsible management education for SD/SDGs means in practice.
- Drs Gough and Cicmil, in conjunction with their colleague Dr Sarah Hills wrote a contribution to the PRME 10th anniversary special issue of *International Journal of Management Education*; a research paper based on the institutional case study looking in to good practice, challenges and future possibilities of integrating PRME and ESD in a mutually supportive and enhancing manner. The paper makes both theoretical and practical contribution to responsible management education. The reference for the article is: Cicmil, S., Gough, G. and Hills, S. (2017) 'Insights into responsible education for sustainable development : the case of UWE, Bristol " *International Journal of Management Education, (UN PRME's 10th Anniversary Special Issue) Volume 15, Issue 2, Part B*, July 2017, Pages 293–305
 - Dr Cicmil, contributed a chapter in collaboration with Richard Ecclestone and Katie Collins (2018) on [Responsible education in a complex context of sustainable development: Co-creating a pedagogic framework for participatory reflection and action](#) to the edited collection Gudić, M., Tan, T. K. and Flynn, P. M., (eds) (2018) *Redefining Success: Integrating Sustainability into Responsible Management Education*, Greenleaf/Routledge.

Further recent examples of our work to engage in and facilitate dialogue are:

- Hosting of SDG Roadshows run by UN Global Compact in Bristol in 2017 UWE which brought over 100 delegates from business and HE together to share ideas and practice. Involvement in future iterations of the Roadshows is planned.
- Hosting of academic conferences such as the 9th [International Conference on Sustainable Development and Planning](#) held in 2017 at which over 100 planners, architects, engineers, policy makers, environmentalists, and economists convened to discuss policies and practices and to identify solutions to the challenges posed by sustainable development.
- Our annual ESD day which brings together staff and students to review achievements over the year ending, to discuss and debate new developments, both internal and external and to plan the year ahead.
- Our annual environmental law students-led conference which brings together practitioners, academics and students to share knowledge and experience in the field of environmental law.
- Our [public engagement activity](#) which enables UWE research and expertise to be shared with the wider community and which aligns explicitly with the expectations of the UN Global Compact and which exemplifies all of the PRME principles.

- The Bristol Distinguished Address Series which enables exposure and dialogue on pertinent issues, including sustainability and responsibility, facing organisations, as presented by the most senior figures in industry and government. See: <https://www1.uwe.ac.uk/whatson/bristoldaseries.aspx>
- A meeting to draft the 'Summary for Policy Makers' of the Global Assessment on Biodiversity and Ecosystem Services was held in Rosendal, Norway from 23-25 February 2018. As a Coordinating Lead Author of the Global Assessment, Professor Jona Razzaque (Department of Law, FBL) attended the meeting along with other Coordinating Lead Authors and Co-Chairs of the Global Assessment. This was organised by the Inter-governmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) with support from the Norwegian Environment Agency. The meeting developed the text for the 'Summary for Policy Makers' and distilled the most important findings of the Global Assessment for the decision makers. More information on the IPBES Global Assessment is available at <https://www.ipbes.net/deliverables/2c-global-assessment>

We are working to find more ways of profiling, rewarding and celebrating all of the excellent sustainability-related work being undertaken by staff and students across UWE Bristol.

UWE is acknowledged nationally and internationally for its engagement with the sustainability agenda and has received the following external recognition:

- certified to the NUS Responsible Futures accreditation achieving the highest score yet awarded,
- 1st class Award in People and Planet in 2018, with ESD scoring 100% of available points,
- ISO 14001 Environmental Management System certification, covering both operations and educational activity,
- UK and Ireland Green Gown awards for Student Engagement, Learning and Skills, Continuous Improvement-Institutional Change and Leadership.
- International Green Gowns for Student Engagement and Continuous Improvement.

UWE as a sustainable organisation

UWE Bristol is committed to supporting the global sustainability agenda for a strong, healthy and just society living within environmental limits in everything that it does. Central to this commitment is an ambition to create an environment and culture in which all student and staff members have the opportunity to develop and use the skills and understanding required to contribute to global sustainability and health, both at the University and throughout their personal and private lives.

We follow a holistic approach that covers all aspects of sustainability across all functions of the University. This enables continuous, innovative, genuine and embedded performance improvements which have been successful to date. This approach has enhanced the University's reputation externally and encouraged faculties, services, students and wider stakeholders to work in partnership. UWE Bristol's Sustainability Plan was further enhanced over the year 2017-18, encompassing sections on climate change adaptation and sustainable food.

UWE Bristol is very proud of staff and student efforts to improve its resource efficiency as evidenced by improvements in recycling and reuse, water conservation, carbon emissions and active travel. In 2017-18, the sustainability agenda continues to provide new opportunities for staff and student research initiatives.

Continuous improvement

The University's commitment to continuous improvement in environmental sustainability is verified through certification to the ISO 14001 environmental management system standard. Each year our environmental management system is externally audited against the standard's requirements – this year's audit took place in summer 2018, the outcome of which is recertification to ISO 14001.

Information on plans for, action on and reporting of all of our sustainability services can be found at:

<http://www1.uwe.ac.uk/about/visionandmission/sustainability/sustainabilityservices.aspx>



Specific objectives for the implementation of the Principle(s) for the next reporting period 2018-20

During the next reporting period, we will take a more deliberate and pro-active position of increasing alignment and visibility of the PRME within UWE's sustainability work. Further, we will work towards the following objectives:

Principles 1 and 2: Purpose and values

- Represent the values of PRME in consultation relating to new institutional strategy.
- Include PRME as part of preparation of UWE's new Sustainability Plan and any associated discussion of the Terms of Reference and Membership of the Sustainability Board.
- Facilitate the acknowledgement of broader responsibility for sustainability and the embedding of PRME into the routine business of the university.
- Review process by which explicit referencing of PRME in strategic documents, in curriculum documentation (both in approval stages and in student-facing documentation) and in institution-wide activities (such as volunteering, internships, students' union) is considered.
- Explore deeper engagement with the UN Global Compact, internally and externally.

Principle 3: Method

- Ensure representation of PRME in relevant institutional boards and committees.
- Ensure that PRME principles inform informal curriculum activity.
- Utilise our SDG mapping to assure ourselves that all students have the opportunity to develop skills and gain experience aligned to becoming a responsible manager.
- Support the implementation of the Sustainability Literacy Test (SuLiTest)

Principle 4: Research

- Profile PRME and the relationship between corporations and sustainability in business and law programmes and in opportunities offered to wider university community.
- Continue to research institutional activity relevant to PRME.

Principle 5: Partnership

- Support socially and environmental responsible organisations in Bristol and the development of responsible graduates via our strategic partnership with the Bristol Green Capital Partnership
- Continue to focus on relationship with The Students' Union at UWE as core to delivering widest range of opportunities for students to develop personal and professional responsibility.

Principle 6: Dialogue

- Review our statement which outlines the relationship between our work with the PRME principles and our work with the Sustainable Development Goals (SDGs) and continue internal dialogue to promote awareness of both.

Appendix A PRME-related research at UWE

UWE staff and students have produced numerous publications relevant to themes contained within the UN Principles of Responsible Management Education. Of most direct relevance is:

Cicmil, S., Gough, G. and Hills, S. (2017) 'Insights into responsible education for sustainable development : the case of UWE, Bristol " *International Journal of Management Education, (UN PRME's 10th Anniversary Special Issue) Volume 15, Issue 2, Part B*, July 2017, Pages 293–305.

Abstract:

In this paper, we argue that it is opportune to revisit profound questions about the purpose, nature and value of higher education in society at a juncture where the context of higher education has been significantly influenced by the global sustainability agenda and responsible management education imperatives (United Nations (UN) Principles of Responsible Management Education (PRME), UN Sustainable Development Goals (SDGs), UN Global Compact, UN Decade of Education for Sustainable Development (ESD), etc.). We take Holman's (2000) work on models for management education and his recommendations as our point of departure in critically examining the practice of embedding ESD and UN PRME (as two complementary schemes) in our institution. We explore the nature and interrelationships of Holman's 5 axioms of management education (epistemic, pedagogical, management-as-practice, social, and organisational) in order to provide a reflective account of our experiences and elucidate deeper understandings of what responsible education for sustainable development may mean in practice. The arguments presented here are grounded in both practical theorising stemming from related literature and concrete empirical illustrations generated through our observations and reflections as participants (in our roles as PRME Leader, ESD champion and SD programme leader) in the PRME/ESD initiatives. We have demonstrated that embedding ESD responsibly across a HE institution is a complex, emerging, evolving and non-linear process of addressing simultaneously the curriculum content, power, structures, identity, values, and external checks and balances. Therefore, a critical attention is needed to all 5 axioms and assumptions that are at play and has to be facilitated by a combination of educational activism, informal academic collaboration, formal measures and reporting, and practical skills of maintaining legitimacy and ownership of creative and innovative pedagogic models while negotiating the meaning of those to align with the institutional priorities.

We would also like to particularly highlight further work conducted by staff on responsible management education:

- Bigg, M., Brooks, I., Clayton, W., Darwen, J., Gough, G., Hyland, F., ...Willmore, C. (2018). Bridging the gap: A case study of a partnership approach to skills development through student engagement in Bristol's Green Capital year. *Higher Education Pedagogies*, 3(1), 417-428.
<https://doi.org/10.1080/23752696.2018.1499419>

- Bradley, P. (2019) Integrating sustainable development into economics curriculum: A case study analysis and sector wide survey of barriers. *Journal of Cleaner Production*, 209. pp. 333-352. ISSN 0959-6526
- Cicmil, S., Ecclestone R. and Collins, K. (2017) Responsible education in a complex context of sustainable development: co-creating responsible communities through participatory pedagogy, in 'Beyond the Bottom Line: Integrating the UN Global Compact into Management Education', Greenleaf.
- Cicmil, S. and Gaggiotti, H. (2018) Responsible forms of project management education: Theoretical plurality and reflective pedagogies. *International Journal of Project Management*, 36 (1). pp. 208-218. ISSN 0263-7863
- Fiselier, E., Longhurst, J., & Gough, G. (2018). Exploring the current position of ESD in UK Higher Education Institutions. *International Journal of Sustainability in Higher Education*, 19(2), 393-412. <https://doi.org/10.1108/IJSHE-06-2017-0084>.
- Gough, G. and Longhurst, J. (2018) Monitoring Progress Towards Implementing Sustainability and Representing the UN Sustainable Development Goals (SDGs) in the Curriculum at UWE Bristol. In: Leal Filho, W., ed. (2018) *Implementing Sustainability in the Curriculum of Universities: Approaches, Methods and Projects*. Springer. ISBN 9783319702803.
- Mearman, A., Guizzo, D. and Berger, S. (2018) Whither political economy? Evaluating the CORE project as a response to calls for change in economics teaching. *Review of Political Economy*, 30 (2). pp. 241-259. ISSN 0953-8259
- Mearman, A., Berger, S. and Guizzo, D. (2016) Curriculum reform in UK economics: A critique. Working Paper. Economics Working Paper Series.

Relevant research activity can be found via our Research Centres, including:

[Bristol Centre for Economics and Finance \(BCEF\)](#), especially [Sustainability Research Cluster](#)
[Bristol Leadership and Change Centre](#)

[The Centre for the Study of Behaviour Change and Influence \(CSBCI\)](#)

[Air Quality Management Resource Centre](#)

[Centre for Sustainable Planning and Environments](#)

[Centre for Floods, Communities and Resilience \(CFCR\)](#)

[Centre for Transport and Society \(CTS\)](#)

[Digital Cultures Research Centre \(DCRC\)](#)

[Centre for Research in Biosciences \(CRIB\)](#)

[Centre for Public Health and Wellbeing](#)

[Science Communication Unit](#)

[Institute of Bio-sensing Technology](#)

Further publications can be searched from within [UWE's Research Repository](#).