



Nottingham
Business School
Nottingham Trent University

Principles for Responsible Management Education (PRME)

Sharing Information on Progress Report 2023



Highlights in the reporting period 2021-23

Principle 1: Purpose 7

Nottingham Business School (NBS) has a strategic commitment to responsible business and management education. NBS was recognised as a PRME Champion for the third time in 2023 cycle. NBS is working towards delivering its Sustainability Action Plan around curriculum, research and partnership in line with the University Reimagined 2025 'Embracing Sustainability' commitments.

Principle 2: Values 13

Sustainability and the UN Sustainable Development Goals (SDGs) are integrated into every programme at NBS. First year students are introduced to these core values via a personalisation module, and these are weaved throughout their degree programme until completion. Integrating the principles of sustainability into discipline specific modules and CPD opportunities further strengthen these values to enrich student experience.

Principle 3: Method 21

NBS continues mainstreaming sustainability and enriching through platform-wide personalisation modules. Further work is being done that builds on broadening sustainability in areas such as accounting & finance, management, marketing, economics, and HR with the utilisation of assessment to support student engagement and attainment. NBS is focusing on experiential, collaborative and problem-based approaches for learner outcomes and engagement with sustainability.

Principle 4: Research 30

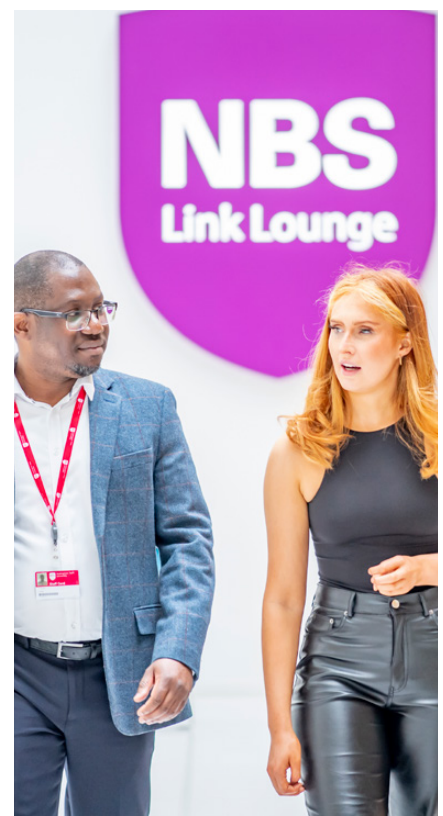
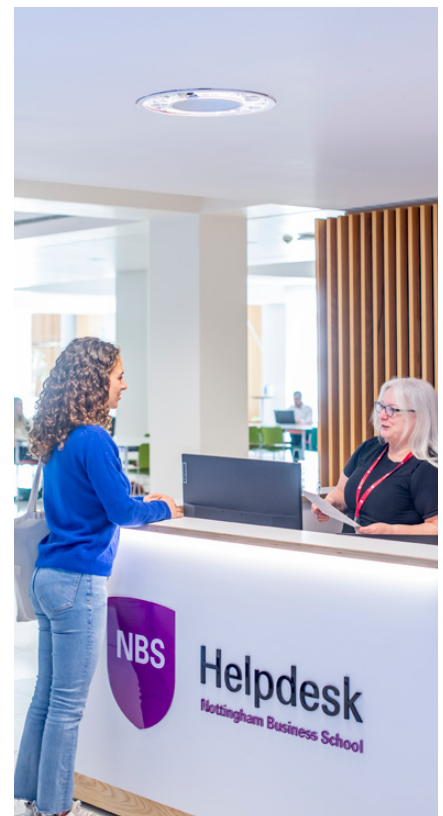
The interdisciplinary field of Ethics, Responsibility and Sustainability is at the heart of NBS research aimed at enabling change in organisations and communities towards sustainable societies. NBS has the Responsible and Sustainable Business (RSB) Lab, which plays a key role in SDG-related research with impact. Other research centres in NBS are also researching aspects related to sustainability to address global challenges. The focus is on producing quality outputs and generating research income.

Principle 5: Partnership 35

NBS has established local, national, and international connections that encourage reciprocating a rich array of educational benefits. The partnerships ensure curriculum enhancements, experiential learning, research, and personal & professional development for learners via partnering with a host of for profit, not for profit, charities, and social enterprises. Partnerships have sought to engage in topical issues relating to current sustainability challenges for business, society, profession and education.

Principle 6: Dialogue 46

NBS has established its commitment to an ongoing dialogue with internal and external stakeholders within and outside the PRME network through the growth in activities. Dialogue is carried out through activities such as research centres, academic outputs, conferences, webinars, seminars, workshops, trainings, short courses, and Collaborative Online International Learning (COIL) projects.

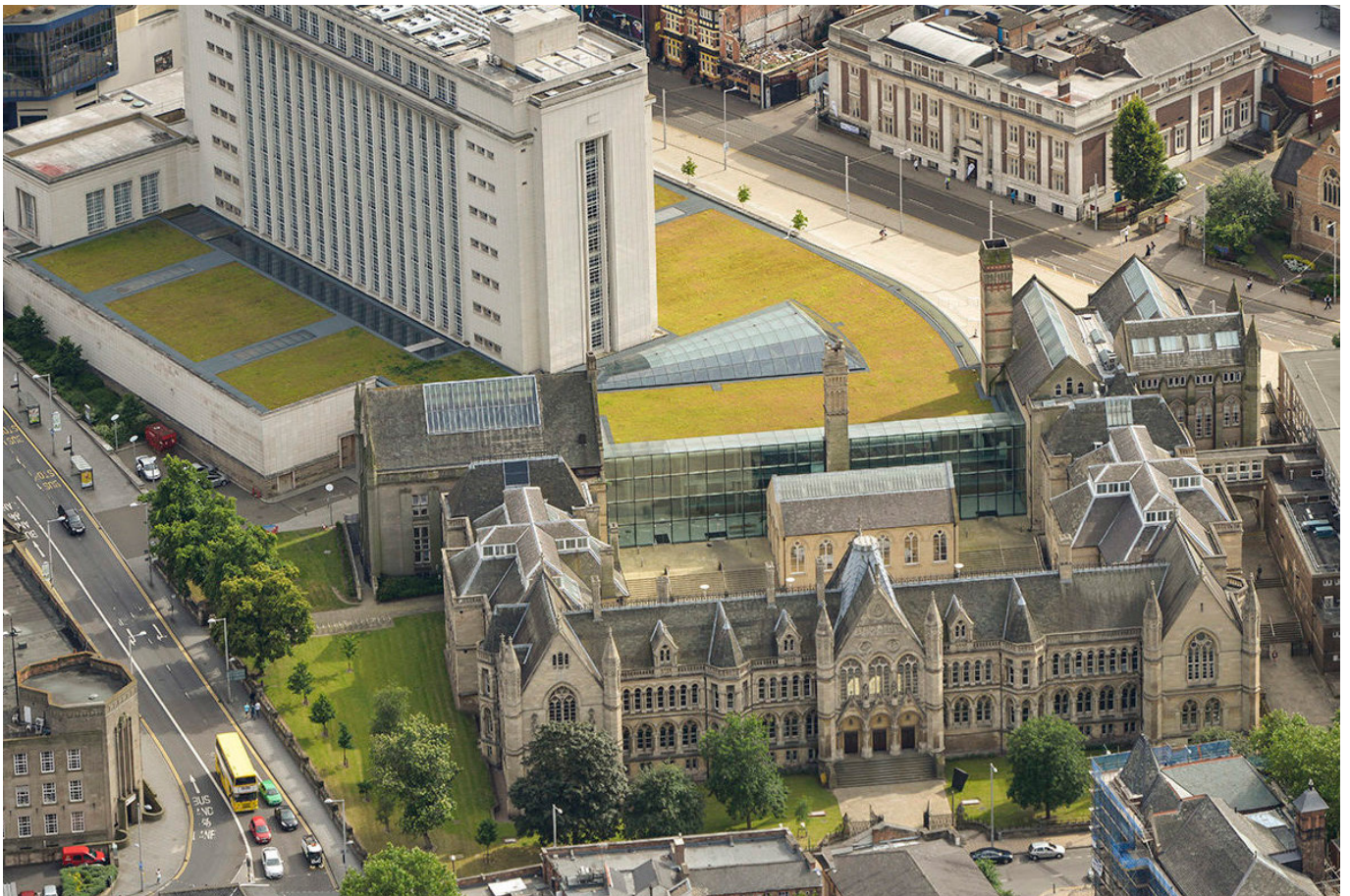


About Nottingham Trent University (NTU)

Nottingham Trent University (NTU) is the 5th largest UK institution by student numbers, with approximately 40,000 students and more than 4400 staff located across five campuses.

NTU has an international student population of 7,000 and NTU community represents over 160 countries. Since 2000, NTU has invested £570 million in tools, technology, buildings, and facilities. NTU received the **Queen's Anniversary Prize** for Higher and Further Education in 2021 for cultural heritage science research. It is the second time that NTU has been bestowed the honour of receiving a Queen's Anniversary Prize for its research, the first being in 2015 for leading-edge research on the safety and security of global citizens. NTU was awarded The Times and The Sunday Times Modern University of the Year 2023 and ranked second best university in the UK in the Uni Compare Top 100 rankings (2021/2022). It was awarded Outstanding Support for Students 2020 (Times Higher Education Awards), University of the Year 2019 (Guardian University Awards, UK Social Mobility Awards), Modern University of the Year 2018 (Times and Sunday Times Good University Guide) and University of the Year 2017 (Times Higher Education Awards).

NTU is ranked second most sustainable university in the world in the 2022 UI Green Metric University World Rankings (out of more than 900 participating universities). The Research Excellence Framework (2021) classed 83% of NTU's research activity as either world-leading or internationally excellent. 86% of NTU's research impact was assessed to be either world-leading or internationally excellent. NTU is in the UK's top 10 for number of applications and ranked first for accepted offers (2021 UCAS UG acceptance data). It is also among the UK's top five recruiters of students from disadvantaged backgrounds and was the first UK university to sign the Social Mobility Pledge.



Message from the Vice-Chancellor and President

“Nottingham Trent University is one of the most sustainable universities in the world and ‘Embracing Sustainability’ is a strategic priority in everything we do as an organisation. I am very proud of the work Nottingham Business School (NBS) is doing to mainstream sustainability and the United Nations Sustainable Development Goals (SDGs) in curriculum, along with its clear commitment to provide sustainable and responsible management education. This is supported by our cutting-edge research, partnerships, and high-performing estate. NBS becoming a PRME Champion for the third time is a fantastic recognition of the way it is developing responsible leaders with capabilities to generate sustainable value for business and society”

Professor Edward Peck
Vice Chancellor and President



Introducing Nottingham Business School (NBS)

Business education at NTU dates to 1950s and Nottingham Business School (NBS) was established in 1979 as a business school.

NBS is one of UK's long standing and distinctive business schools with a clear sense of identity that has set itself up as the 'business school for business' with the mission "to provide research and education that combines academic excellence with positive impact on people, business and society." NBS is based in the heart of the City of Nottingham in the UK near its business community, within NTU's Newton Building, a landmark of the city. Over the last few years, we have succeeded to realise our ambition for being internationally recognised for conducting research and education with positive societal impact. Overall, NBS is positioned 7th amongst UK business schools for number of undergraduate and postgraduate students with a 1.7% market share.

Following AACSB accreditation in 2016, NBS was accredited by EQUIS (initially 2017 and re-accredited 2020), and the Small Business Charter (initially 2013, re-accredited 2019). NBS also received EFMD Accredited Award (2020 for five years) for the BA International Business suite of programmes. NBS has been awarded the role of PRME Champion for three consecutive terms (2018-2023). Thus, NBS is a Quadruple+ accredited business school. We also acquired the Business School Impact system (BSIS) Impact Label in 2019, an independent assessment of our impact outlining our economic and social impact with the immediate region. In these prestigious accreditations, one of the NBS' strengths is Global Responsibility and Sustainability: a strong sense of social and ethical responsibility underpinned by the values of global citizenship, sustainability, and responsibility.

NBS has a reputation for research excellence with beneficial impact beyond the academia. We work at scale closely with businesses, public bodies and policymakers, which has been a longstanding feature of the School's development. The BSIS described NBS as "A Business School with impact, influence and contribution to the world of practice in its DNA." In parallel with its close connection with businesses and organisations, the history of NBS has been defined by an emphasis on internationalisation. Curriculum is international in its outlook and much of the research conducted at NBS has a strong international character, whether conducted by international faculty, supported by international funding sources, or focused on international issues. NBS is a leading business school with its unique offer which includes experiential learning, personalisation, sustainability, employability, and internationalisation.



"The School, by its mission, has a strong focus on societal impact. Sustainability seems to be a true passion of all stakeholders"

AACSB Peer Review Team Report, 2022



Message from the Executive Dean

Responsible and sustainable business and management education and research is at the heart of everything we do at NBS.

The school has been embedding the principles of UN Sustainable Development Goals (SDGs) in its curriculum, research, and partnership activities to provide better student experience in line with its mission which is to deliver research and education that combines excellence with a positive impact on people, business, and society. 'Embracing Sustainability' is a strategic theme in NTU's University Reimagined 2025 strategy, and NBS is fully committed to deliver that through its Sustainability Action Plan.

Sustainability and the SDGs are integrated in every undergraduate and postgraduate course/programme, with academics broadening this to include them in discipline-specific modules and enrich the curriculum through Continuing Professional Development activities. Students are encouraged to choose further curricular and extracurricular activities to enrich their experience. At NBS, we cultivate our students to become globally responsible leaders. We lead the way by following a sustainable and ethical path across all our endeavours- environmentally, socially, and economically. In our courses, we encourage students to think deeply about global sustainability challenges so that they can make a lasting and positive impact on the world in their future careers. We stretch our minds across every continent, connecting and collaborating with outstanding institutions and businesses who, like us, want to inspire positive change through education and research.

NBS preaches and practices the values of global citizenship, environmental sustainability, and social responsibility in all its activities. NTU's Embracing Sustainability and Net Zero Carbon strategy enable a culture of sustainable development across the university operations. NTU has pledged to achieve Net Zero by 2040 to create a Zero Carbon culture within the organisation and inspire future generations through action. We as a business school and key part of NTU have a significant environmental footprint and are assessing and reducing our own operational carbon footprint to become carbon neutral by 2030.

NBS has been recognised as a PRME Champion three times in a row. NBS values the role of PRME Champion and aims to continue playing its inspiring role as thought and action leader in PRME community and beyond. NBS is proud to

share its good practice and lessons learned around teaching & learning, research, and partnerships in line with the PRME values and principles whilst ensuring its own continuous improvement journey.

Our fourth PRME report provides an overview of our work and highlights key examples in responsible and sustainable management. I hope sharing our innovative practice at scale opens opportunities for partnerships with other business schools so that we can collaborative for a sustainable world.

Professor Baback Yazdani
Executive Dean of Nottingham Business School



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.



Nottingham Business School (NBS) is committed to enabling a culture of Ethics, Responsibility and Sustainability (ERS) across the school, and our ERS work on education, research and partnership has influenced and led the University strategy and practice over the years. Nottingham Trent University (NTU) and NBS have a strategy 2020-25, 'University reimagined', incorporating 'Embracing Sustainability' as a key strategic theme. NBS has adopted the UN Sustainable Development Goals (SDGs) as a framework as part of the formal curriculum for all its programmes.

The advantages of using SDGs underpinned by the PRME principles as a framework for sustainability, rather than just focusing on the concept itself, has proven to be an effective approach to curriculum development.

NBS remains committed to PRME principles and SDG integration as a PRME Champion to ensure that our students are exposed to and can engage with the ideas of sustainable and responsible management. It also helps develop the capabilities of students to be future generators of sustainable value for business and society at large. One of the School's seven learning goals states students should be able to *"critically evaluate ethical and sustainability-based issues within their field of study."* Our ambition to prepare forward-thinking and responsible graduates is delivered through both the formal curricula and the provision of co-curricular opportunities such as volunteering and public engagement as part of Continuing Professional Development (CPD).

As a result of an integrative approach to sustainability in NBS which is a corner stone of our mission to "provide education and research that combines excellence with positive impact on people, business, and society," we have had a long history of success in responsible and sustainable management education to produce future transformational leaders and managers. The intention is to help students understand real world applications of sustainable and responsible management.

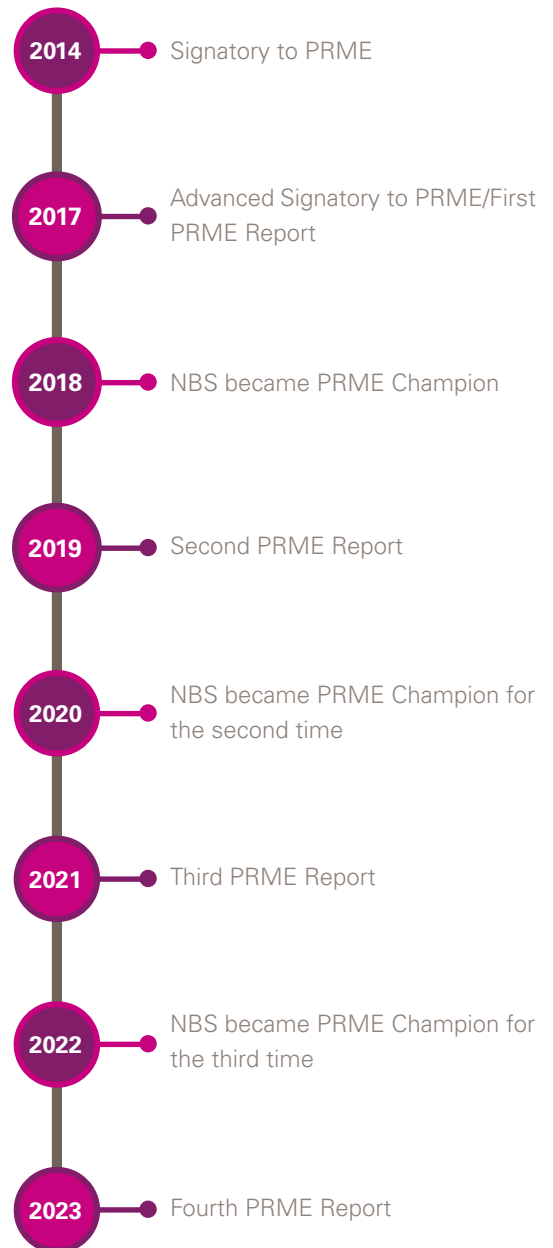


NBS has been fortunate enough to be awarded the role of PRME Champion for three consecutive terms. PRME Champion status has helped improve the school's incremental transformation whilst offering an opportunity to share good practice with peers and act as an ambassador for the PRME community. NBS has valued the role of PRME Champion both for its own development and supporting the wider network in responsible management education, research, and partnerships. In line with the Embracing Sustainability as an overarching strategic theme in NTU University Reimagined strategy and PRME objectives, NBS has been further mainstreaming sustainability and SDGs within its curriculum, research, and partnerships as well as engagement activities through its overarching Sustainability Action Plan (see next page for table). Sustainability Action Plan has objectives related to sustainability which encompass PRME objectives, Embracing Sustainability commitments and other aspects for continuous improvement. NBS has two main strategic commitments related to sustainability and actions are developed which are being delivered.

- **By 2025, NBS will enable and support the creativity of all our students and colleagues to address global sustainability challenges (SDGs), live industry and research challenges.**
- **By 2025, NBS will be an international leader in responsible and sustainable education and research; and ensure our students and alumni are globally responsible leaders. We will strive to be carbon neutral by 2030.**

Responsibilities are assigned for delivering actions in line with the two commitments. A lot of work has been carried out over the last two years where innovation and impact are at the heart of it. Progress is reviewed and School Executive team is updated on regular basis so that future actions and targets can be identified with any resource implications. The action plan clearly demonstrates how PRME is embedded into institutional strategy of NBS. NBS' Sustainability Coordinator leads the delivery of Sustainability Action Plan with the input of various other colleagues and reports to the School Executive team.

NBS PRME Timeline



NBS Sustainability Action Plan

Objective 1: Strengthen the integration of sustainability into teaching and learning using the NBS' three-tier systematic approach (Mainstreaming, Broadening, Enriching) (PRME Principle 3 Objective)

Specific Actions:

- a. Continue working on three-tier overarching approach (Mainstreaming, Broadening, Enriching) to integrate more discipline-specific aspects of sustainability into the curriculum
- b. UG and PG course leaders to undertake a review of the integration of sustainability issues in the course and produce actions within the Course Development Plan
- c. Explore opportunities to adapt assessment strategy to integrate sustainability in module assessment, where possible
- d. Develop an effective way to report on the integration of sustainability via Interim Course Reviews (ICRs)

Objective 2: Further increase opportunities for students to learn more about sustainable development and SDGs in line with their future career plan (PRME Principle 2 Objective)

Specific Actions:

- a. Offer/promote more sustainability/SDGs related CPD opportunities to UG and PG students
- b. Promote Sustainability in Practice (SiP) Certificate to UG and PG students to increase uptake
- c. Develop Oath Project into Nottingham Oikos International Chapter to utilise as a vehicle for collaboration with students

Objective 3: Provide academic staff with opportunities to develop their own scholarship with regards to the SDGs and curriculum (PRME Principle 2 Objective)

Specific Actions:

- a. Encourage staff (both new and existing) to complete short online course: Future Thinking and the United Nations Sustainable Development Goals
- b. Offer staff development sessions/Purple Wednesday during the academic year
- c. Arrange regular sustainability drop-in sessions for staff to provide one-to-one support in departments
- d. Develop/redevelop a repository for sustainability related teaching and learning resources for staff

Objective 4: NBS will continue its partnerships with public, private, not-for-profit sector organisations and policymakers to bring positive change in organisations & society and offer experiential learning opportunities to students (PRME Principle 5 Objective)

Specific Actions:

- a. Continue working in collaboration with organisations to offer experiential learning opportunities to students via in-curriculum and extra-curriculum activities
- b. Explore synergy between sustainability, experiential learning, and employability for an integrated approach
- c. Develop a new experiential learning final year UG module starting in 2020-21, Sustainability in Enterprise Project as part of the European Regional Development Fund (ERDF) project

Objective 5: Seek to share good practice and learn in our dialogue with internal and external stakeholders including the PRME community (PRME Principle 6 Objective)

Specific Actions:

- a. Encourage NBS staff to participate in PRME network (international, national, and local)
- b. Utilise opportunities to share NBS' good practice at various stakeholder forums
- c. Support setting up East Midlands Regional PRME Network

Objective 6: Build on our mission "to combine academic excellence with impact upon people, business and society" and deliver our commitments as part of the Embracing Sustainability strategic pillar so that it has transformational impact on students, organisations, and wider set of stakeholders we engage with (PRME Principle 1 Objective)

Specific Actions:

- a. Create the process for setting up in-curriculum and extracurricular challenges emanating from SDGs, industry, and research to offer all students and staff to participate in
- b. Curate and propose the systematised adoption of in-curriculum and extra-curricular vehicles for SDGs, research, and industry challenges
- c. Scope the feasibility of hosting a sustainability challenge event open to all NBS students in collaboration with partners
- d. Assess the feasibility of Sustainability in Practice (SiP) to be offered to all UG students in the NBS UG Common Room
- e. Continue PRME Champion project, Carbon Literacy Training, internally and externally

Objective 7: The RSB Lab's vision is to carry out research that combines academic excellence with impact with the target being to produce research outputs and drive change towards sustainable and responsible business practices. (PRME Principle 4 Objective)

Specific Actions:

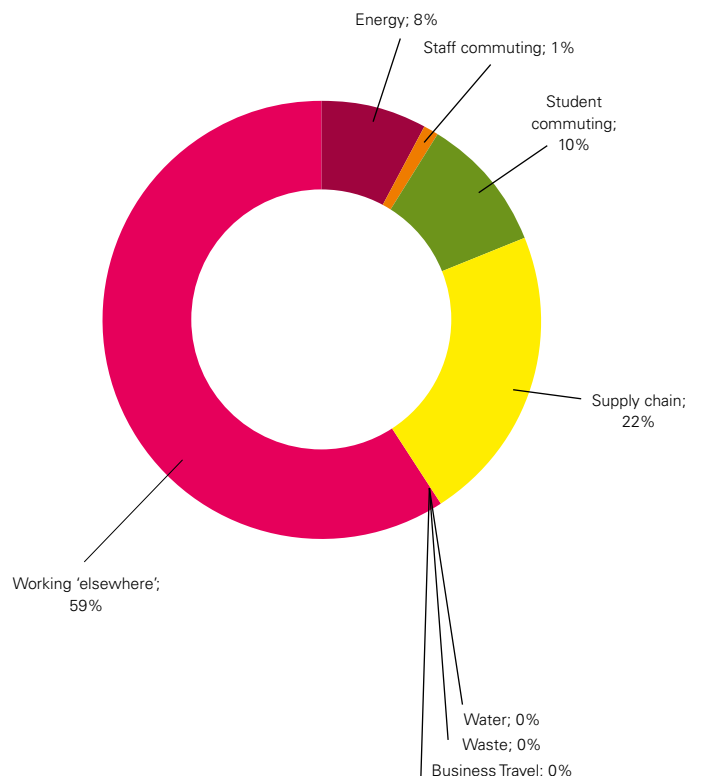
- a. Disseminate world leading research and its impact through 4* publications, international conferences, case studies, presence on the web and social media
- b. Secure the hosting of a major international conference at NBS to showcase our world leading research and education on responsible and sustainable business
- c. Identify and develop international institutional and industry partnerships for RSB Lab

NBS' mission and strategic commitments drive this focus on sustainable and responsible management education. In advancing the NBS mission and Embracing Sustainability strategy, our approach is to continue our embedded commitment to Ethics, Responsibility and Sustainability (ERS), as reflected in our strategy, educational provision, and major research strength. We actively make an impact as a PRME Champion and be an exemplar for mainstreaming sustainability and SDGs in teaching and learning within the national and global PRME community. The Responsible and Sustainable Business (RSB) Lab research centre has a particular focus on ERS research and is driving change towards sustainable and responsible business practices. RSB Lab pulls together transdisciplinary teams of experts across NBS and NTU to address complex research questions in sustainability and develop interdisciplinary grant proposals as well as research publications. NBS disseminates research findings to solve global sustainability challenges whilst progressing the SDGs agenda to make real world impact at scale. Building on our research expertise, there is emphasis on research informed teaching across portfolios. Furthermore, the school collaborates with a broad range of stakeholders as partners to extend its work in relation to engagement and societal impact.

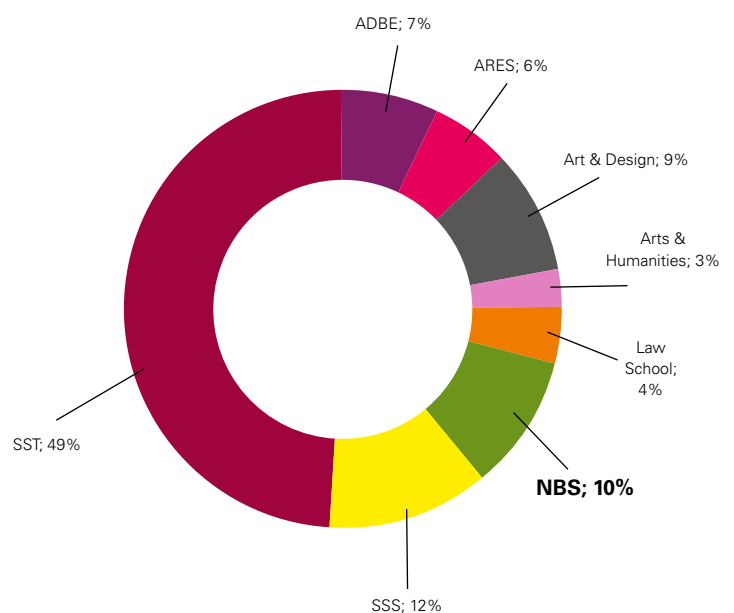
Operational Sustainability and Carbon Management

In operations, NTU is one of the most sustainable universities globally. NTU was named as the second most sustainable university in the world, and the first in the UK, in the UI GreenMetric World University Rankings 2022. NTU has been awarded a 1st class ranking in the UK-based People and Planet University League 2022/23 which ranks UK universities by environmental and ethical performance. NTU's Embracing Sustainability and Net Zero Carbon strategy enable a culture of sustainability across the NTU and NBS community. NTU has pledged to achieve Net Zero carbon emissions across all three carbon scopes by 2040 to create a Zero Carbon organisation and inspire future generations through action. Within NTU, NBS is leading when it comes to operational carbon management. NBS has made a strategic commitment to become carbon neutral by 2030. NBS believes in practicing what is being preached in sustainability education. NBS has measured its carbon footprint as per 2020-21 baseline year (see carbon footprint pie charts) to identify areas where most of its carbon emissions are. Carbon footprint of NBS is 4,578.54 tCO₂e as per 2020-21 baseline. As a next step, NBS is updating its carbon footprint using post Covid-19 data and then action plan will be developed to reduce its own emissions and contribute to NTU's target.

NBS Carbon Footprint 2020/21



NTU Academic Schools Carbon Footprint 2020/21



SST: School of Science and Technology
 ADBE: Architecture, Design, and the Built Environment
 ARES: Animal, Rural and Environmental Sciences
 NBS: Nottingham Business School
 SSS: School of Social Sciences

Governance and Structure for Delivering Sustainability

Governance structure and resources are in place to embed sustainability and SDGs and engage faculty widely. NBS has invested significantly in this area. NBS has a Sustainability Coordinator and Academic Lead for PRME, and all five departments have Sustainability/PRME Representatives to support the integration of sustainability in the curriculum. These members of staff foster dialogue on PRME-related topics across departments and disciplines whilst encouraging NBS academics to be part of the PRME community. They have a key role for the implementation of strategy and PRME-related activities. Staff development is a key vehicle for support across departments. NBS sustainability team plays a key role in quality and standards aspects of the courses/modules from sustainability perspective. Sustainability colleagues contribute to NBS' accreditations and reporting. Sustainability/PRME is an agenda item in NBS departments and updates are provided by the Departmental Rep at departmental meetings where required.

NTU has a Sustainable Development Academic Forum (SDAF) and NBS is represented by two key members: Sustainability Coordinator, Dr Muhammad Mazhar and Assistant Head of Undergraduate Programmes, Dr Rachel Welton. SDAF aims to support the University to embed sustainability at the core of its academic activities within the context of the strategic plan. SDAF reports through Sponsor to Embracing Sustainability Strategy Board, as necessary, to executive committees e.g., Academic Standards and Quality Committee (ASQC) and University Research Committee (URC).

Sustainability is represented in the committee structure of NBS for example, School Themed Executive, School Academic Standards and Quality Committee (SASQC), Programme Advisory Board, Course Committees and Periodic Course Reviews. NBS Sustainability Coordinator is a member of these committees and represents sustainability and PRME at these forums to ensure that sustainability objectives are embraced in decisions.

NTU Green Academy Innovating Education for Sustainable Development

NBS academics are further supported by NTU's specialist Green Academy providing expertise in Education for Sustainable Development (ESD) and the UN SDGs. Green Academy team is dedicated to embedding and innovating ESD. The purpose of Green Academy is to shape an institutional understanding of ESD and to ensure our educational offer in this regard remains sector-leading across the disciplines. The team provides consultancy and training for colleagues within NBS and the other academic schools of NTU to contextualise ESD to academic disciplines and career pathways whilst utilising and promoting evidence-based practices to support the success of all NTU students including active collaborative learning and work-based learning. In addition to bespoke consultancy for course teams and individual academics, Green Academy hosts workshops and open events about sustainability, climate change and the SDGs including tailored events for NBS such as RAD Week for personal and professional development of students. During COP26 as part of a wider NTU COP26 Campaign, the Green Academy hosted a series of thirteen ESD-themed events related to climate and ecological emergency where NBS academics contributed. These included workshops, discussions, a student summit session, and a set of 'learn over lunch' sessions. An evolving area of scholarship and practice is game-based learning for ESD. Green Academy provide a core rolling offer of asynchronous learning and development which includes the Sustainability in Practice (SiP) certificate and a 'Future Thinking and the SDGs' module which is mandatory for all staff with teaching responsibilities.

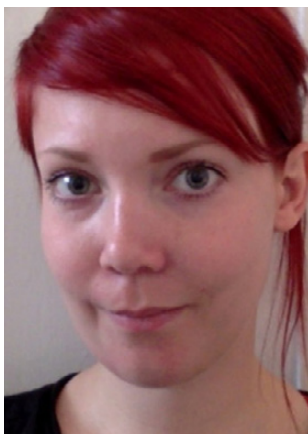
Green Academy team continues to receive national and global recognition for their work and to share their practice and learning with external colleagues and partners through talks, keynote presentations and sharing of materials. As befits their ethos of collaborative working, the team delivered a group keynote for the Annual Symposium for National Teaching Fellows (NTFs) and Collaborative Award for Teaching Excellence (CATE) winners in collaboration with NBS, NTU alumni and the NTU TILT (Trent Institute for Learning and Teaching). External colleagues have praised our approach to ESD, *"We have so much admiration for what NTU has achieved"* (Birmingham City University) and *"NTU is a leading example of how to do things"* (NTFs/CATE winners symposium).



Departmental Sustainability Representatives



Dr Muhammad Mazhar, NBS Sustainability Coordinator and Management Department Rep



Dr Alexandra Arntsen, Economics



Dr Richard Howarth, Marketing



Dr Néstor Valero-Silva, HRM



Robert Hartley, Accounting & Finance

Student Voice

“One of the most unexpected learning aspects of my undergraduate degree at NBS was the emphasis on sustainability and sustainable business practices. Students are given abundant opportunities to be involved in sustainable business management in the classroom but also as extra-curricular activities. I achieved the Gold Sustainability Award, completed all three Sustainability in Practice modules and elected to complete the Sustainability in Enterprise module where I was able to support a real-world business with their sustainability goals. The invaluable knowledge and skills I learnt at NBS have been applied to my own small business upon graduation.”

Jane Bannister

NBS Graduate - BA(H) International Business



Students are given abundant opportunities to be involved in sustainable business management in the classroom but also as extra-curricular activities.



NBS will build on its core mission and deliver all its strategic commitments as part of the Embracing Sustainability 2025 strategy and PRME objectives, so that it has sustainable and transformational impact on students, organisations, and wider set of stakeholders in communities we engage with.

Principle 2: Values



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

NBS has been strengthening the incorporation of the values of global social responsibility and United Nations (UN) Sustainable Development Goals (SDGs) into academic activities, curricula, and organisational practices. SDGs provide a set of values to guide the actions of businesses and individuals towards reaching a more sustainable and equitable world; a future that maximises the chances of survival and wellbeing for future generations of human and non-human species on the planet.

We are in what the UN calls the Decade of Action to deliver the SDGs by 2030, a challenging decade already marked by Covid-19 pandemic. However, this health emergency has also showed us what can be achieved when collective international action, and international investment, targets a particular global issue. An important element of the responses to Covid in the last three years or so has been how universities all over the world modified their teaching and research activities to adapt to what was then named as the 'new normal'. Universities mobilised technological and IT resources at a very short notice and staff developed skills to meet the emerging needs, for example, online teaching and learning whilst ensuring student experience.

The 17 SDGs agreed at the UN in 2015 must be understood in a systemic manner to solve social, economic, and environmental challenges in the world and maximise their potential, to benefit from the synergies that can emerge from their application, and to avoid unintended consequences if the SDGs were to be pursued in isolation. The SDGs not only provide guidance for thinking and action; they also help our students feel part of a worldwide, concerted effort to improve the lives of people today, everywhere on the globe, and those of future generations. This particularly resonates with our international students, as they return to campus with the easing of travel restrictions. Students can relate to the SDGs and associated challenges. SDGs offer a framework to deliver sustainability and students are able to visualise critical global challenges which is positive.



One of the recognised NBS strengths that gives the school a leading edge in the UK and global higher education sector is the significance it attaches to Global Ethics, Responsibility, and Sustainability (ERS): *“a strong sense of social and ethical responsibility underpinned by the values of global citizenship, sustainability, and responsibility.”* NBS practices these values by placing them at the core of staff and student training and education, and in all its core activities with external partners. NBS has, since the SDGs were announced in 2015, taken decisive action by integrating them into the curriculum at undergraduate and postgraduate levels, as well in the School’s research and scholarship outputs and outcomes. Since then, we have developed the integration of SDGs across modules and courses as part of course enhancements and continuous improvement. We have mapped the journey of each individual student throughout his/her course with regards to the SDGs. Students are introduced with the concepts around sustainability and SDGs from the first year through an induction activity, #NBDDiscover as part of the first year Personal and Academic Development module and then the thread runs through until the completion of their degree. Various modules play their part in sustainable development and SDGs in line with course and module learning outcomes. Many NBS academics are leading this area of work. The leadership and advocacy of NBS have national and international recognition, for example:

- Fiona Winfield and Chris Harwood from NBS represented NTU at prestigious Green Gown Awards 2022 as a Finalist. The awards showcase the exceptional sustainability initiatives being undertaken by universities. Their project ‘Enhancing graduate employability through embracing sustainability’ was shortlisted in the ‘Tomorrow’s Employees’ category.
- British Academy of Management (BAM) Education Practice Award (2021) for the development of the ‘Carbon Management Consultancy Project’. Team-based award was won by Dr Muhammad Mazhar, Dr Richard Howarth, Dr Shaun Gordon, Fiona Winfield, Prof Petra Molthan-Hill.
- Prof. Petra Molthan-hill won the Gold Award for Sustainability (2021), QS Reimagine Education for the Carbon Literacy Training for Business Schools (PRME Champion Project).
- Professor Baback Yazdani, Executive Dean of NBS, is the Chairman of the Board of Directors of The Academy of Business in Society (ABIS).
- Professor Petra Molthan-Hill is Co-Chair of the PRME Working Group on Climate Change and Environment.

At a regional level, NBS plays an active role in the city of Nottingham and the wider region. Nottingham has made the commitment to become the first carbon neutral city in the country, aiming to reach this target by 2028. We are key city partner with Nottingham City Council to develop action plans and deliver this ambition in line with SDGs. There is Universities for Nottingham Civic Agreement which is a pioneering collaboration which brings together the combined strength and civic missions of our 10 signatory partners: the city and county councils, four NHS organisations, the D2N2 Local Enterprise Partnership (LEP), Vision West Notts College and both Universities. The agreement centres around five core themes; Economic Prosperity, Education Partnership, Skills and Employment, Environmental Sustainability, Health and Wellbeing and Community Connections. Engagement with practitioners through various programmes, research, practice, and innovative student events/challenges such as #NBSBright Challenge and #NBSDiscover support sustainability education and the role of NBS in community outreach to help deliver SDGs and public good.



Staff Development and Purple Wednesdays

Staff development has been the focus of last two years to help develop their scholarship and capacity to embed sustainability. NBS academics attend trainings, workshops, seminars, and webinars during the annual staff development week on how to include sustainability and the SDGs in teaching and learning activities. Staff Development Week, Purple Wednesday and other seminars/webinars are part of the capacity development programmes on PRME-related topics for staff and faculty. 'Purple Wednesday' denotes a series of workshops and training activities available to all NBS staff during the academic year. Attendance can now be booked through the University's "Thrive @ NTU" portal, which is linked to the individual Professional Development Record held at the University's central HR system "My HR". Some examples of staff development activities in 2022-23 include:

- NBS Sustainability Coordinator delivered a session in collaboration with Green Academy Lead at the beginning of the 2022-23 academic year. The session was aimed at: *"Embedding Sustainability in Teaching and Learning"*
- Purple Wednesday session was delivered by Sustainability Coordinator and Marketing Department Sustainability Rep in December 2022. The session title was: *"Implementing the QAA and Advance HE Education for Sustainable Development (ESD) Guidance"*

- NBS academics from sustainability/PRME team delivered staff focused sessions during NTU COP26 campaign: Climate Change Education: What is it and how does it relate to my subject? Decolonising and Decarbonising Higher Education, and Campfire Discussion at the COP26 Campaign.
- In addition, other internal and external events/sessions are signposted for colleagues to attend. There are plans to arrange more sessions on regular basis, e.g., integrating sustainability into assessments, facilitating sustainability competencies, and exploring the sustainability/green skills gap.

PRME Champion 'Impactful Five' (i5) project is being promoted to NBS academics for uptake. PRME i5 is a three-year program that brings novelty to SDG leadership education by focusing on pedagogical approaches that make sustainable development the norm for responsible management education and leadership in business education. Staff are invited to attend the workshops organised by PRME for Champions. There is ongoing individual support to staff which is offered by Sustainability team based on their needs. Departmental Reps are encouraged to provide tailored one-to-one support in departments and be more visible. Sustainability/PRME is an agenda item in NBS departments and updates are provided by the Departmental Reps at departmental meetings. Furthermore, drop-in support will be offered to module/course leaders to help develop actions in course development plans.



Teaching Resources for Academic Staff

'ESD at NTU' Intranet is one stop shop for staff where teaching and learning resources are located, for example, SDG Online Resource Database from Taylor & Francis and SDG Academy Library plus various other resources. The most recent version of the NBS Sustainability Teaching Resources document was added to the 'Education for Sustainable Development (ESD) Future Thinking' learning room as an interim solution before the new repository is developed as it is in progress which will offer discipline specific resources. To encourage co-development, staff are encouraged to upload resources via the Dropbox in ESD: Future Thinking Learning Room and Green Academy to review and add it to the library. Resources are shared on regular basis through email communication and other means where relevant so that staff is up to date with any upcoming resources, for example, Blueprint for SDG Integration. There is an ongoing communication to staff via different channels encouraging them to complete the online short course to help build capacity and inform teaching and learning practice. This is a work in progress and NTU's new platform 'Thrive' on 'My NTU' is now being used to host material and resources for sustainability for staff. Currently, 'Thrive' includes trainings and resources in these categories Introducing Sustainability; Sustainability & the Curriculum; Sustainability & Environmental Management and Sustainability & Research.

'ESD at NTU' Intranet is one stop shop for staff where teaching and learning resources are located.

Equality, Diversity, and Inclusion

NTU and NBS are firmly committed to promoting and sustaining an environment where students and staff (academic and professional) are treated with fairness, equality of opportunity, and diversity. This means removing any barrier perceived as hindering individuals from developing as valued members of the university community; when this is accomplished, their contribution to the university can be supported, acknowledged, and rewarded. The Equality, Diversity, and Inclusion training (available on "Thrive @ NTU") is designed to embed equality and inclusivity throughout the organisation, enabling the University to excel in these areas. NBS' commitment to sustaining an inclusive and supportive learning and working environment is characterised by values such as inclusivity, respect, and dignity, and therefore remains free from discrimination, harassment, and bullying.

 **MyNTU**



NBS Equality, Diversity, and Inclusion (EDI) Steering Group

More recently, NBS is creating a new NBS Equality, Diversity, and Inclusion (EDI) Steering Group, which will meet termly and be Chaired by the Dean. The purpose of the group is: "to seek to enhance the NBS approach to equality, diversity, and inclusion by providing support and guidance to the School Executive on matters as they relate to EDI within Nottingham Business School. The group will assist the School Executive Team in ensuring all staff are treated fairly and empowered to reach their full potential."

Athena SWAN Charter

NTU is proud to hold an Athena SWAN Institutional Bronze Award. Athena SWAN is a charter managed by Advance HE which recognises and celebrates good practice in higher education and research institutions towards the advancement of gender equality: representation, progression, and success for all. NTU's Athena SWAN Champions play a central role in leading each School's (including NBS') efforts in addressing local-level challenges identified in relation to gender equality and associated intersectionality, so that staff and students feel both valued and that they are treated fairly. These efforts will be concerned with all aspects of Equality, Diversity, and Inclusion, yet will have as their primary focus the delivery of these, according to the Athena SWAN Charter, ambitions for the School and the University. NBS appointed an Athena SWAN Champion in November 2021 to oversee the School's journey. Work has included collecting data on progression and on the distribution of workload hours according to grade and gender.



Engagement with the UN Encyclopaedia of the SDGs

NBS academics have written several chapters included in volumes of the recent Encyclopaedia of the UN SDGs published by Springer (Switzerland), contributing to these values and current debates regarding the implementation of SDGs. Specific examples of these contributions include:



Volume 1: No Poverty. RAIDEN A. and KING A. Social value: Co-creation, challenges, and assessment. Cham: Switzerland. Springer.
 Volume 4: Quality Education. VALERO-SILVA, N. Systems theory: Implementation of SDGs; DHARMASMITA, A., MOLTHAN-HILL, P., SMITH, R. and VALERO-SILVA, N., Leadership competencies for a future-oriented leader. Cham: Switzerland. Springer.
 Volume 5: Gender Equality. OLDRIDGE L. and LARKIN M. Unpaid care: Global growth & policies for sustainability. Cham: Switzerland. Springer.

Student Learning Outcomes

NBS provides opportunities for students to reflect upon and apply their evolving understanding of ethics, values and SDGs as they progress in their studies, guided by one of the School's seven learning outcomes: "critically evaluate ethical and sustainability-based issues within their field of study." Achieving this learning outcome allows students to assess business policies and practices to identify, frame, communicate/discuss ethical and sustainability dilemmas, and to provide feasible and viable solutions for ethical and sustainability problems. We have mapped the journey of students in the context of the SDGs and will further increase opportunities for them to learn more about sustainable development and the SDGs as well as ERS. Each module at NBS incorporates at least one SDG among its learning outcomes. Programme leaders work with their teams to cover as many SDGs as possible in each programme of study; this is accomplished to ensure that students appreciate how SDGs are indeed interconnected and support each other. Some SDGs are explored during complementary Continuing Professional Development (CPD) opportunities such as research seminars and inaugural lectures, external guest speakers, company visits, placements, and volunteering.

Ethics, Responsibility and Sustainability (ERS) Mapping

In this context, NBS conducted Ethics, Responsibility and Sustainability (ERS) mapping project in 2021-22 surveying all of the School's programmes/ courses where 165 modules are represented. Module leaders completed the online survey based on their modules to complete programme level mapping. The mapping and data analysis identified that all 17 SDGs are being embedded in different programmes across modules. The most frequently embedded SDGs were: SDG8 (Decent Work and Economic Growth) present in 78% of NBS modules, followed by SDG9 (Industry, Innovation, and Infrastructure) in 71%, SDG12 (Responsible Consumption and Production) in 68%, and SDG13 (Climate Action) in 56% (others shown in the bar chart). The findings of the review are being used to inform the Course Development Plan (CDP) for each undergraduate and postgraduate course to systematically embed SDGs. The charts are presented to give insights into the integration of SDGs based on the data of 165 modules. It needs to be noted that this does not constitute the entirety of NBS modules so the data presented here should not be viewed as a complete picture of SDG integration across NBS course provision. To monitor and promote further progress, NBS included a specific section on sustainability/SDGs in the annual Interim Course Review (ICR) template, which informs the CDP. The progress on this plan is an integral component of any programme's triennial Programme Review. ERS is key part of the Periodic Course Review (PCR) which happens every three years for each course.

Which of the Sustainable Development Goals (SDGs) does your module teaching and learning include?

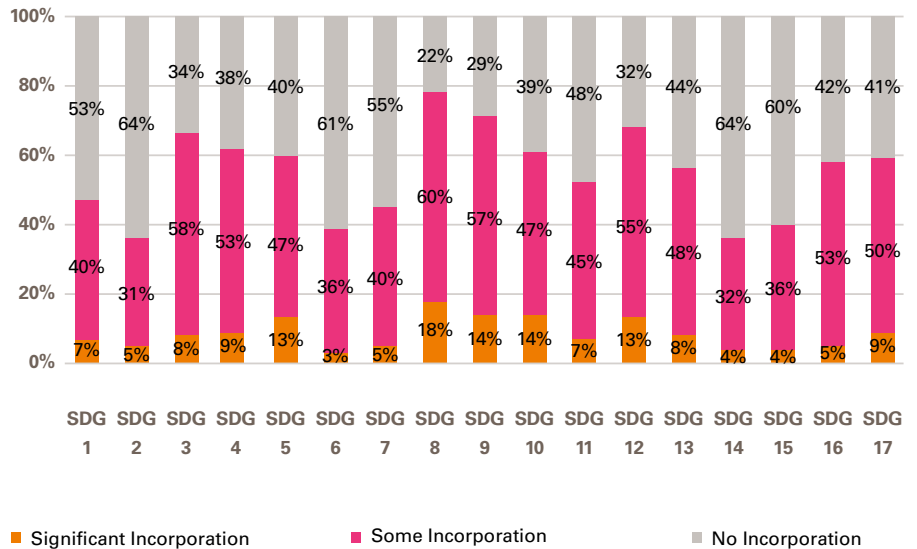


Figure: Extent of incorporation of each SDG within 165 NBS modules

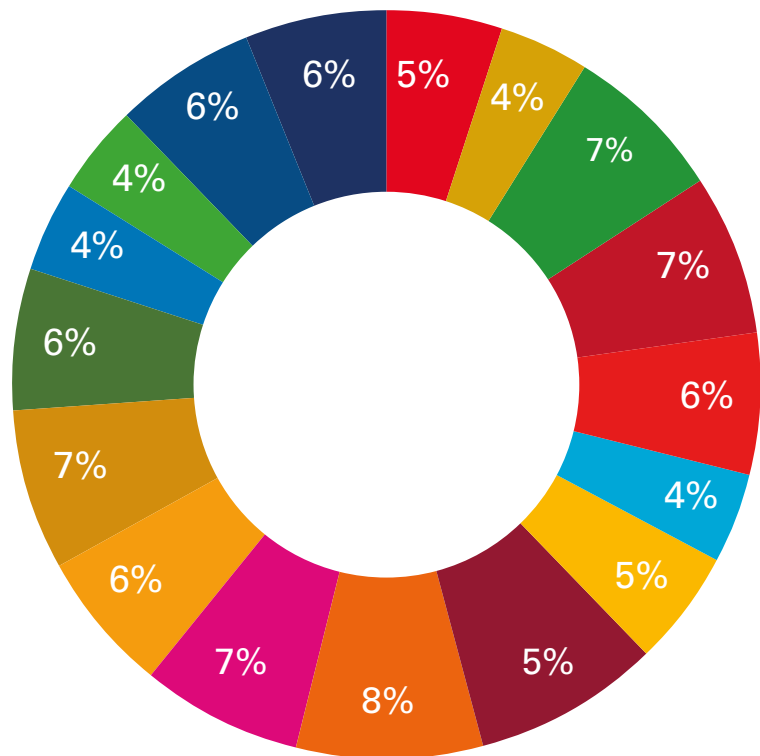


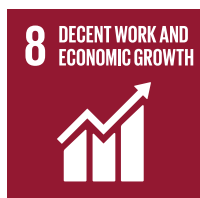
Figure: Each SDG as a percentage of total SDG incorporation across 165 NBS modules

Departmental Overview

Every NBS academic department has a clear commitment to integrate the SDGs into their teaching and courses/ programmes, allowing students to have a holistic understanding of the theory and the practical application of the SDGs in their wider disciplines – details of specific modules will be provided in the Methods section of this report. High level overview is given how host departments for courses are embedding the principles of sustainability and SDGs in courses.

Economics

The impact of financial market and investment decisions cannot be underestimated, given that financial resources are finite; exhausting them to address short-term needs will render them unavailable for future generations. As Economics is a social science concerned with the allocation of scarce resources between competing interests and needs (e.g., whether to finance space tourism or to support sustainable water irrigation systems and flood defences), every NBS economics-related module is about sustainability. For example, students analyse transmission mechanisms in economies and how this affect economic growth, with an immediate link to SDG 8 (Economic Growth); further, in-depth analyses of how financial systems affect international trade flows could be linked to SDG 17. There are also discussions on the role of (un-)ethical behaviour by financiers in recent financial crises, and the need for values-based decision-making. Contemporary economic topics, such as the role of financial systems in reducing poverty (SDG 1) and income inequality (SDG 10), and enhancing the economic growth (SDG 8), are also contextualised, and addressed. In addition, discussions take place on the “paradox of plenty”, which shows the negative impact of natural resource dependence on industrialization and innovation (SDG 9) and on economic growth (SDG 8). Finally, the role of banks in helping to achieve an efficient allocation of resources globally to contribute to all the SDGs is addressed.



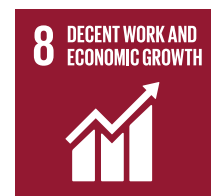
Accounting and Finance

The SDGs permeate the way in which accounting and finance in organisations are understood at NBS, providing the principles that work in tandem with the most advanced professional practices, and in the context of national and international legal frameworks. Students are encouraged and supported to develop a start-up business, taking into consideration real-life economic, social, ethical, and environmental issues. They are supervised on how to conduct corporate financial analyses in a holistic manner, including the environmental, economic, social, governance, and industrial dimensions. SDGs are further integrated with the inclusion of ever more advanced company case study analyses with explicit reference to the SDGs and risk management in international contexts; these resonate with our UK students, who have an international outlook in their career plans, and our overseas students.



Human Resource Management

The Human Resource Management (HRM) Department has integrated the SDGs in its programmes with an emphasis on equality and diversity (SDG5), good health and wellbeing (SDG3), and the development of ethical and sustainable working environments (SDG8). HRM's impact is felt beyond NBS as it provides postgraduate and professional programmes accredited by the UK's Chartered Institute of Personnel and Development (CIPD) for part-time corporate students. The HRM Department provides the first introductory MSc module for all our postgraduate students, introducing the core disciplines and principles of management centred on the understanding and practical implementation of the SDGs – and setting the scene for the specific application of different SDGs in the modules that follow. Similarly, contemporary issues in HRM are critically examined in relation to the SDGs (including job quality/ security; equal pay; working time; physical and emotional well-being; working across national/social/legal boundaries, and the UK Government's Equality Act 2010). International students discuss the possible application of these concepts in relation to their countries of origin, their future professional practice, and for inter/transnational practice.



Management

The Management Department, currently largest in NBS, has integrated the SDGs into its teaching modules, from promoting the creation of new sustainable businesses to the development of leadership skills required to transform existing organisations into responsible and sustainable ventures. Undergraduate and postgraduate degrees in Management, as well as the MSc and executive MBA programmes, are acquainted with the SDGs and climate change. The Management Department demonstrates that is not only training and developing the leaders of the future; it also contributes to improving the management and leadership skills of those at the helm of successful business and not-for-profit organisations. Furthermore, students take part in a carbon management consultancy project and can map the practices of real and case-study organisations to critically explore organisational commitment to sustainability and SDGs. Business executives enrolled in corporate programmes conduct applied business research in assessing their companies' activities in relation to the SDGs.



Student Engagement Opportunities for Sustainable Development

Enactus is a global non-profit network, helping students to develop initiatives and projects that create a better world for everyone. Led by students and supported by academics and business leaders, Enactus teams are active in more than 1,650 universities across 36 countries. Enactus gives NBS students the power to harness their skills and passion, and the guidance to engage with social projects during their studies and beyond. With the help of business advisers and university staff, students work in teams to explore, develop, and contribute to social projects. In the process, students develop knowledge and skills in areas such as entrepreneurship; market economics; finance; business ethics, and soft and leadership skills for personal and professional success. NBS students discover how rewarding it is to help their community thrive!

Oikos is a global network of students striving to make a change for sustainability. Oikos has 40 Chapters in 20 countries. The recently created Nottingham Chapter, that joined St Andrews and London in the UK, aims to provide academics and students meaningful engagement opportunities to have an impact in the city and beyond.

Marketing

The importance of sustainable, ethical, and responsible marketing, as inspired and guided by the promotion of the SDGs, is found at the centre of any contemporary organisation. The Marketing department has integrated the SDGs into its undergraduate and postgraduate modules. For example, topics related to brand management; corporate reputation; recycling/upcycling; long-lasting products; greenwashing; consumerism and affluenza; and strategic marketing, are delivered while placing emphasis on the importance of social, economic, and environmental considerations directly linked to the SDGs. Students enjoy the Department's close links with the UK's Chartered Institute of Marketing (CIM) which has focus on sustainability.



NBS will incorporate the values of sustainability and social responsibility into its academic activities, curriculum, and organisational practices in line with the United Nations Sustainable Development Goals. We will increase opportunities for students and staff to learn more about the principles of sustainability and the SDGs to make real impact.

Principle 3: Method



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

NBS Three-Tier Approach to Mainstream Sustainability

NBS continues to use a three-tier (mainstreaming, broadening and enriching) approach or strategy to integrate sustainability into the curriculum. Mainstreaming ensures sustainability is integrated into all our courses via personalisation modules. This ensures that sustainability & the SDGs are recognised and embraced by all our students. Students further develop understanding and insights through subject focused inputs within the personalisation modules and via continued personal and professional development (CPD). Three-tier approach means students engage with core ERS concepts and principles and relate them to their own field of study and journey onwards to graduation and beyond. Broadening builds on mainstreaming and facilitates subject or theme specific work within departments, courses, and modules. Recently this means that ERS has been integrated further into core subject and discipline-specific modules across the school. Enriching, supported by CPD, facilitates tailoring a student journey and embracing wider opportunities across UG and PG courses.

1.

Mainstreaming the UN Sustainable Development Goals

- Through platform-wide personalisation modules at all UG and PG levels

2.

Broadening the UN Sustainable Development Goals

- Going a step further to integrate SDGs in discipline specific modules and moving beyond what is required at minimum.

3.

Enriching the Curriculum: Continuing Professional Development (CPD)

- Embedding sustainability and SDGs into extra-curricular CPD opportunities within and outside the core curriculum



1. Mainstreaming

Mainstreaming is key and early engagement with ERS has been shown, through research with students, to add weight to its importance for organisations, disciplines, and students themselves. Also important is how the personalisation modules that facilitate mainstreaming connect with each other and support progression and development from the very start to the end of a programme and beyond. Mainstreaming ensures students embrace core ERS concepts and principles and also the development of competences which are relevant for study, learning and employability. In support of the enhanced employability focus of the PEL modules, the attention to self-awareness is of relevance and underpins a student's recognition of the role they play individually, as a 'Global Citizen', and within an organisation. Work by Winfield and Howarth, who mapped Education for Sustainable Development (ESD) and other competences and produced a tool to support self-assessment and action planning, illustrates the connection between ESD competences and employability. This work is in the 3rd Edition of the Business Students Guide to Sustainable Management (Edited by Prof Petra Molthan-Hill). The intention now is to consider this framework in PEL modules at NBS.

#NBSDiscover and Personal and Academic Development

Since its inception in October 2016, over 13,000 students have engaged in #NBSDiscover initiative. We embed this formatively assessed activity for all first-year UG students as they enter NBS. The Personal and Academic Development (PAD) module further embeds this work, supports the transition to NBS, and ensures focus on core academic and personal development skills required to successfully complete a good undergraduate degree. PAD requires students to undertake the Sustainability in Practice (SiP) module and certificate, and is broken down into discipline focused routes: accounting, economics, human resources, marketing and entrepreneurship. With a focus on graduate attributes and outcomes, through an annually changing theme and professional context, we use #NBSDiscover to provide an inclusive and innovative teaching, learning and assessment environment in which students embrace ERS. The journey and learning on #NBSDiscover starts with pre-enrolment briefing and the provision of resources (including reports, videos etc). When students arrive at NBS, #NBSDiscover is launched with a series of high-profile keynote speakers (academic and practitioners) to further set the scene and challenge for the students. Students respond to this challenge, working in groups of 4 or 5, by exploring and seeking evidence from different sections of the city. Students, ultimately, share their findings via an academic poster, with alumni and faculty providing feedback and selecting prize winners.

The challenge each year, is different but linked to the UN Sustainable Development Goals (SDGs), regional issues, a global business issue and/or issues connected to the School's research themes. #NBSDiscover 2022 was focused on Food Poverty whereas previous year, #NBSDiscover 2021 challenged students to consider Plastic Waste due to pollution and damage caused to the environment by plastics and to raise their consciousness of this issue. Overall, this project supports the development and implementation of ERS in curriculum and is grounded in SDGs. We have a team who work together to ensure there is a robust conceptual framework and the operational aspects of contacting organisations such as completing risk assessments etc. are carried out.

Outcomes and Impact of #NBSDiscover

Whilst it is difficult to directly measure social and wider impacts of #NBSDiscover, the work raises awareness of ERS with c.2000 students each year. Research with Year 2 BA Marketing students, identifies some of the direct impacts on students overall and the development of subject specific interest in ERS issues. As a result, #NBSDiscover is likely to accrue significant social and environmental benefits and impacts. Other outcomes have been realised from the project. For example, scrutiny by NBS in terms of our own sustainability practices with changes to activities, policies and processes. As a result, it can be seen that #NBSDiscover has impact both on students but also on staff with knock on impacts for their work and also their behaviour.

Since its inception in October 2016, over 13,000 students have engaged in #NBSDiscover making significant impact.



Employment and Enterprise and Developing Professional Impact

#NBSDiscover is not stand alone, it feeds directly into the Year 1 PAD module. Within the PAD module, students further embrace ERS and relate this to their discipline and also the personal and professional journey and development. PAD provides foundation to the engagement with ERS as a result and this is taken forward through mainstreaming within the Employment and Enterprise (E&E) module in UG Year 2 and Developing Professional Impact (DPI) in the UG final year. Both E&E and DPI embed assessments associated with ERS understanding and development. By way of example, in DPI, students have recently engaged in groups in the development and showcasing of influencer driven social media and marketing campaigns to academic, student and practitioner audiences. Sustainability in organisations has also been a prominent theme. The specific themes within DPI, like PAD, change each year but are related and relatable to ERS and, for example, the development and evidencing of ESD competences and knowledge of work related to SDGs.

Employment and Enterprise

Employment and Enterprise (E&E) is the second-year module studied by all UG students within NBS. It is the mid-point of the personalisation modules. E&E guides students to explore ERS through the lens of their work or work-like experience. Students access an online live engagement lecture on the topic with a guest speaker who discusses their sustainability role and how their company supports and develops ERS and addresses SDGs throughout their work and within their organisation. Students then access key activities ahead of their seminar where the topic is discussed at an individual level (we ask students to undertake the carbon footprint calculator) before moving on to viewing these issues at an organisational level through their work or work-like experience giving them the opportunity to apply these theories and principles in their practice. This springboards students onto the final year Developing Professional Impact (DPI) module which allows them to view the topic in respect of their professional futures and development. In E&E, sustainability is also a core element of CPD that students engage with related to their development plans (see Enriching section for examples of CPD available).

Developing Professional Impact and #NBSBright

There is explicit connection to ERS and the SDGs within the Developing Professional Impact (DPI) module and the reflective portfolio of students in Final Year/ Level 6. This ensures that students engage these areas within their work and reflections related to the development of their professional impact and journey to this point and beyond. Students are formally assessed on this work – with specific focus within one of the core reflective essays, with one of these which attendings to “Self-reflection on responsible and sustainable business; global citizenship; ethics; or diversity issues with a critical understanding of how it links to your profession or degree subject, underpinned by academic and/or practitioner evidence”. This element contributes 20% to the module grade. Building on some of the core tenets of ERS in E&E, ERS and SDGs are covered in more depth within DPI with a focus on the strategic nature of work in this area, responsible leadership and global citizenship and the role and impact of individual(s)- the learners themselves.



This work is rooted in, for example, codes of professional conduct, and competency frameworks such as the Chartered Management Institute (CMI) and the Chartered Institute of Marketing (CIM), and the importance of ethical practice(s) are embedded. Work with the area of marketing, for example, draws heavily on CIM priorities and materials and this embraces SDGs 5 and 16. #NBSBright Challenge is part of DPI where students work in teams to solve business challenges and present back to them at an event. Many of the challenges are related to sustainability or wider SDGs, for example, NBS carbon neutral challenge plus various others. Within #NBSBright, with a focus on the marketing route, the Influencer Marketing assessment raises awareness of ethical issues and challenges in relation to running high-profile marketing campaigns and problems that can be encountered when using or ‘paying’ influencers to represent a brand or organisation.

Induction Activities and Postgraduate Professional Practice

Students on Masters courses also engage with ERS from the start through induction activities which are focused on experiential, collaborative and problem-based activities and challenges. Whilst there is not a specific ERS theme that the PG students engage, the activities, challenges and inputs are ERS linked. Importantly too, ERS criteria have been incorporated into the selection of the provider for the Masters induction. This includes questions related to the supplier location (and thus the distance to travel from NTU), and their ERS credentials as an organisation. In 2022, for example, students on the MSc Marketing suite of courses engaged environment specific themed inputs, activities, and challenges at Sherwood Pines. The selection of this venue and organisation led to reductions in travel miles and emissions. Representatives from the Forestry Commission/ Forest Enterprise facilitated the activities and challenges and provided direct input too.

As with UG student journeys, and following on from induction, Professional Practice (PP) is a core module that NBS MSc students undertake. Personal and professional development and ERS are the two main streams of this module. PP gives students the opportunity to explore their career horizons, the nature of their professional values and interrelates their personal and professional development using critical reflection. Students apply these concepts to ERS issues and, for example: students participate in workshops that explore the UN SDGs and transformational leadership theory, with the expressed intention of shifting student paradigms surrounding global challenges and opportunities. Business organisations are expected to play a crucial role in the realisation of the SDGs. But how do business leaders create an environment, which motivates, inspires, and enhances the actions and ethical values that are urgently needed in these challenging circumstances? PP encourages students through workshops to share and examine their personal values, engaging in a series of thought-provoking ethical activities, sharing their thoughts on the ethics of their discipline of study, and exploring what it means to be a transformational leader.

2. Broadening

There is increasing focus on discipline specific integration and expansion of the embrace of ERS in general, and themes within, across subjects, courses, and modules. For example, there has been further integration of ERS to include areas such as: sustainability in marketing; sustainable finance & investment; sustainable entrepreneurship; sustainable supply chains; sustainable & responsible project management, amongst others. This supports work to broaden the scope, inclusion, and engagement with ERS across all subject areas and disciplines. A few selected examples of modules are presented here.

Further ERS Integration within various Marketing Modules

Where ERS is not a core element or focus, opportunities to integrate ERS within specific discipline and subjects are acted upon. For example, within marketing modules in the UG portfolio, students engage with identified SDGs through module content and assessment tasks. For example, SDGs 12 and 13 guide students work on Fundamentals of Marketing (core in Year 1 for International Business and Marketing), Delivering Customer Value (core in Year 2 for Marketing) and Marketing Management (core and option in Year 2 for a range of courses). Specific themes and theory developments are recognised too. For example, in Buyer Behaviour (core in Year 2 for Marketing and Business Management and Marketing) ethical and sustainable consumption behaviour is explored and students apply theories to practice based examples and contexts. This offers insight into the challenges marketers face and the chance to apply knowledge and make recommendations.

At the Master level, work is similarly extending the reach of ERS. For example, the MSc Advertising and Marketing Communications assessments for Modules 4 and 5 are embracing the WHO campaign which seeks to change the narrative on ageism (<https://www.who.int/publications/m/item/global-campaign-to-combat-ageism-toolkit>) This not only broadens ERS in the curricula, within subject disciplines, but also sees the broadening of students' engagement with ERS beyond the environment. The focus on the environment as a main pillar of ERS/ ESD has been criticised in, for example, marketing education (and other) literature. This work not only benefits the students understanding but also that of the discipline too.

ERS Integration within Accounting and Finance Modules

The Accounting Environment

The Accounting Environment is a Year 1 module for BA Accounting and Finance students which introduces students to the wider business context and the important role that Accounting, and Finance plays within it. It considers the nature of business organisations together with a focus on key developments such as sustainability, ethics, technology, and data in a digital world. The module includes the themes such as: Sustainability and the Triple Bottom Line (TBL); the role of business and accounting and finance in the sustainability agenda and in achieving SDGs etc.

Students embrace theory around Sustainable Development, TBL, the SDGs and stakeholder theory in lectures and in seminars. In 2022-23, there was specific focus on SDG13: Climate Action with attention to the Climate Change Act (2019) and the UK Net Zero 2050 ambitions. Students sought to discuss reducing emissions and carbon offsetting to limit global temperatures in line with the Paris Agreement goal of 1.5°C. To support, lecture inputs focussed on Industry and Professional Accountancy Guidance around SDGs, the relevance to Accounting and Finance with regards to Special Drawing Rights (SDRs) and the Science Based Targets initiative (SBTi) and how accountants in industry and practice contribute to Sustainability Reporting.

Students also engaged with Environmental, Social, and Governance (ESG) reports and how companies report on their sustainability objectives. Through collaborating with others in seminars, students were required to use En-ROADS to develop their group's vision of limiting global warming to 1.5°C (2.7°F) and discuss the changes in assumptions required to make progress (and why changes to the system were needed – to support multi-solving). Quizzes and tests cemented understanding and prompted reflection on what next?



In the assessment, and using the WBA Automotive Benchmark 2021, students advised their 'client', a mid-ranking organisation in the automotive industry, on the climate change aspect of their sustainability reporting as compared to industry peers.

ERS Integration within Management Modules

Business Management in Practice

Within the BA (Hons) Business Management (Accelerated), the Business Management in Practice module aims to develop an understanding of the elements of a business and how they interact and prepares students to work effectively in organisations. Students engage in a group task to develop an idea for a new business. They present their ideas as part of a “Battle of the BABMs” activity. For the event, the groups of students produce a 10-minute presentation of their business idea to the other groups, and present their ideas to colleagues, stakeholders, and visitors at their respective stands. Four winning groups were selected, and these groups had to nominate an individual to do a 2-minute short pitch to convince colleagues and visitors that their idea was the most viable and appealing. Prizes were awarded for the winning pitches.



Sustainability has been one of the core themes through the course with students being introduced to the Sustainable Development Goals (SDGs) and the concepts of corporate social responsibility (CSR) for their first University assessment. It seemed natural therefore to continue the sustainability theme for this module by giving the students a broad area that their new business idea must satisfy – “Sustainability as a Business.” This meant that, although sustainability did not form a significant part of the teaching content for the module, it did form a key part of their experiential learning and assessment. The students had to embrace, understand, and investigate the area in depth as it needed to be a key driver for their business concepts. The assessment challenge was well received by students, and they enjoyed working on it through the term. Positive feedback was received from academics on the ideas generated by students and the quality of the students’ work.

Introduction to Business Analytics (DMDA)

The topic of Business Ethics is integrated into the teaching and assessment of the Business Analytics Module in the Digital Marketer (integrated) Degree Apprenticeship (DMDA) programme. In week 6, the apprentices are encouraged to explore the debates around data and information ethics particularly considering recent scandals involving mismanagement of data. The topic addresses issues in relation to transparency of data-sourcing and data sharing. It presents students with some basic ideas around Cybercrime

and Data Privacy. During this week, apprentices are provided with a list of suggested reading to help them tackle the topic from different angles. In their second element of assessment, apprentices were required to address a specific brief related to the “Catch-all-you-can” approach which results in collecting maximum data from individuals, primarily to benefit the organisation doing the analytic. Given the requirements of the General Data Protection Regulation (GDPR), students were required to consider the ethical and wider implications of this approach with recommendations for selected organisations.

Enterprise in Practice

This second year UG module develops an understanding of the nature, operations, and business environment of SMEs. It promotes the role of entrepreneurs and entrepreneurial activity in economic context. Students appreciate and understand the challenges SMEs face and evaluate the importance of entrepreneurship. Students study theories related to ethical business, sustainability, and social entrepreneurship, and apply in seminars. The module develops and underpins strategic thinking and an analysis of business operations, business growth options and business environment. As part of the assessment, students interview real SMEs (commercial and social enterprises) to find out about their ethical/sustainable practices.

Contemporary Management Studies

At the Masters level, integration of ERS within the Contemporary Management Studies module is of particular relevance because this is the final taught module on the MSc in Management. Work on this module allows students to bring together learning from across previous professional and disciplinary modules and apply their learning in a novel manner. Its fluid nonprescribed subject content enables a student to investigate a contemporary management subject of personal and professional interest. That novel manner has two components: The first is that each student can select their own topic area which is a cutting-edge management issue or question which is both exciting to the student and relates to the career that they wish to pursue. The second is that the assessment explicitly requires the student to link their chosen topic to the SDGs and explore the relationship between management practice and the achievement of not only organisational, but sustainability goals.

Students start by examining contemporary issues that affect managers operating in the global environment and the management research that exists in those areas- relating this to SDGs as necessary. Using the lenses of theory and research methods, we understand why this issue is important now, how it has been researched, underlying assumptions, and, crucially, the different ways that it might map on to different strands of sustainability and in particular the SDGs. This module provides a clear path to integrating the students’ interest and passion for their future area of work with a growing understanding of the importance of sustainability in a global context. The SDGs provide a rich and thoughtful framework to explore the different facets of management – from what it means to be a manager in the 21st century to how managers can (should) be responsible and ethical in carrying out managerial tasks.

Our international students are future global managers and need to demonstrate how SDGs permeate through all levels of the organisation from strategic intent through to operational tactics. The final assessment is a 4000 word essay on a contemporary management topic of their choice in which students are expected to demonstrate a thorough understanding of the topic being exemplified in two comparative situations. Thus, this final module in the Business School's flagship Master in Management programme perfectly encapsulates the way in which the School promotes and delivers a value-based management development programme. This is a module with sustainability at its core for a new generation of managers operating across the globe in all types and sizes of organisation whilst sharing the same challenges of economic uncertainty and climate resilience.

ERS Integration within HRM Modules

International HRM

International Human Resource Management (HRM) is a PG module for MSc. Management and MSc. International Business programmes. This module provides students with opportunities to consider how Human Resource issues arising from cross cultural settings can be understood with reference to emerging theory and frameworks. Students understand human resourcing issues and problems arising from the internalisation of business. It also offers a chance to put those theories into practice and engage in management problem solving through the role play assessment. UN SDGs are integral to thinking about the international HRM and organisational strategic priorities and integrated into the assessment of the module.

Exploring HRM

This second year UG module develops student knowledge of the key issues relating to the processes and practices of HRM. Students study the role of HRM and the HR function in organisations and can critically understand research in the field of HRM. The module develops knowledge and understanding of the key issues of relations between an employer and its workforce. Students can understand critically the reasons and explanations behind trends such as employee voice and employee engagement and what the role of HRM is in shaping those trends. Ethics, responsible management principles, Equality & Diversity, and governance through HRM are key themes in the module.

ERS Integration within Economics Modules

Environmental & Resource Economics

This second year UG module provides learners with the opportunity to apply economic analysis to issues related to the use and management of environmental and natural resources. The module explores issues, arguments, and analysis of market failure in the extraction and use of natural resources. It also offers public policy responses to issues of sustainability and climate change. It covers a range of SDGs. It introduces them in week two in the exploration of how bundle of good measurements can be used to account for our use of the environment. The SDGs are later returned to at ongoing points in the module.

Principles of Economics

PG Principles of Economics module provides students with the essential macroeconomic and microeconomic tools needed for economic analysis at postgraduate level. The concepts taught are related to the SDGs. Students are taught about economic growth and receive practical experience of analysing economic growth data. The Solow growth model is the focus of the macroeconomic section of the assessment. These topics are highly relevant to SDG 8 which promotes 'sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all'. Target 8.1 examines measures of per capita economic growth. Target 8.1 includes the goal of at least 7% GDP growth per annum in the least developed countries. SDG 8, and its associated target 8.1, cannot be fully examined without a sound understanding of the theory of economic growth (which this module provides). Students are also taught the fundamentals of Consumer Theory and Producer Theory. These topics are relevant to SDG12: Responsible Consumption and Production. To understand how to foster sustainable approaches to consumption and production, it is necessary to understand how to examine consumer behaviour and producer behaviour. This is the focus of the Microeconomics section of this module

ERS Integration within Courses

BA International Business (BAIB)

A specific example where ERS and work related to SDGs and competences has been integrated within a course is BA International Business (BAIB). The BAIB suite of courses continues to incorporate initiatives linked to sustainability. ERS is now firmly embedded and developed within the course, exploring the SDGs at Level 4 in PAD, through researching different ethical perspectives and the examination of levels of corruption and management practices in different regions of the world. This is embedded at Level 5 in the Managing Culture Across Borders and International Business Environment modules and in final year through attention to International Tourism – Sustainability Development and Impact. Through this work, students gain a Certificate in Sustainable Tourism. Students expand their understanding of concepts around moral relativism to develop workable solutions to corporate social responsibility issues in the industry via an assessment in which they assume the role of a Destination Management Consultant, providing recommendations as to how sustainability can be improved in a destination, given this opportunity for a post-pandemic "rethink and reset".

Coaching and Mentoring work, recognised by the CMI, is also offered as an additional qualification for students and has seen growth in interest over the years. Overall, the course team continues to explore ways to enhance this, including ensuring SDGs are incorporated into core modules, and personal development, and they continue to explore the opportunity to develop a Sustainability pathway within the course alongside the current Finance, Marketing and Supply Chain options.

3. Enriching

Enriching is an important element of the NBS strategy related to ERS and SDGs. As the name suggests, enriching is intended to supplement mainstreaming and broadening which is embedded within the curriculum. The work is routed in our approach to personalisation and ERS with students tailoring their personal and professional development and engagement with themes related to their own journey, subject, and interests. Developing the CPD offer in this area has been a focus for NBS, and wider NTU, and the portfolio of courses, experiences and opportunities is continually expanding – with many also available to colleagues as well as students.

Sustainability in Practice (SiP) Certificate

As in the past years, Sustainability in Practice (SiP) Certificate is promoted to UG and PG students to increase uptake. SiP is a short module led by the Nottingham Trent University's (NTU) Green Academy department which is the central Sustainability Education department at NTU. SiP has been available in our institution's Virtual Learning Environment (VLE) since 2013. Open to all NBS students and staff as well as all other parts of the university, SiP provides opportunities for participants to enhance their sustainability literacy including from disciplinary and multidisciplinary perspectives. Whilst the SiP course started out as an extra-curricular activity, it is increasingly being integrated into courses, for example NBS' first year undergraduate PAD module wherein SiP is mandatory CPD learning for all students. The SiP course is learner-paced and fully automated ensuring that it is accessible.

The course consists of four online sessions and a multiple-choice assessment taking around 3-4 hours to complete. There are three themes to choose from – Food, Energy or Clothing – which provide the learner with a lens through which to understand sustainability challenges. Through SiP, participants are provided with a sense of urgency and the opportunity to grapple with some of the most challenging contemporary issues as framed by the SDGs including poverty, climate change, economic concerns and public health issues as well as discovering sustainability concepts such as planetary boundaries, doughnut economics, different worldviews and systems thinking.

The original set up took several months of development time by Green Academy including research and storyboarding, consultation on disciplinary content, quality assurance, VLE training and course-building. Collaborators included academics, CPD training colleagues, quality assurance colleagues and others. Over the years, NTU Green Academy have continued to develop the content of SiP with consultancy input from academics in our NTU Sustainable Development Academic Forum who provided feedback and disciplinary resources. SiP was revised for 2021-22 to include coaching-style activities which explore values, mindsets, and leadership competencies in relation to sustainability and the SDGs; as well as place-based learning tasks which encourage a 'think global, act local' perspective. An optional workbook was introduced for participants to record their learning and reflections.

Outcomes and Impact

SiP was designed to ensure that all members of NBS and NTU have access to sustainability knowledge whilst developing academic and professional development. Participants receive a digital certificate and badge upon successful completion. If students have undertaken SiP as an extra-curricular activity, they can utilise it to gain credits towards an NTU Sustainability Employability Award (see next page). By undertaking the award, students build their knowledge, competencies, and evidence to demonstrate their sustainability literacy to future employers. Undergraduate students also receive recognition on their Higher Education Achievement Record (HEAR). In total, since its launch, 8838 students and staff across NTU have completed SiP. Staff have other sustainability CPD available to them and SiP is largely promoted to students, so staff completions are low in number. NBS student participants make up the largest group of overall completions across the institution reflecting the systematic approach NBS has taken to promoting and integrating SiP into school culture. In the last three academic years, 2625 NBS students have completed SiP which shows the scale. Evaluation undertaken in 2021-22 indicated a very positive response to SiP from participants. NBS participants rated the SiP course 4.37 out of 5. Participants enjoyed the optional workbook, in particular valuing the exercises on sustainability mindsets, values, and leadership competencies. Some direct quotes from NBS students include:

The content was very informative and thoughtful. The fact that it included not only theory, but also examples of practice in relation to sustainability invites you to act for a better society.

I would like to incorporate small changes in my life/ routine to help reduce the amount of impact that I have on Sustainability. I will also apply the knowledge learnt to my Marketing course.

For the first time I am quite terrified at the state of the world in regard to the climate and how fast it is changing, so I now want to do more to help combat climate change.

Sustainability Employability Award

Based on increasing demand from students and employers, for graduates to contribute towards the journey to Net Zero in any role/sector, the new Sustainability Employability Award was introduced in 2021. By undertaking the Award, students build relevant knowledge and competences, resulting in the accumulation of evidence to demonstrate their sustainability literacy to future employers. The initiative rewards engagement in a wide range of sustainability-related opportunities (relevant employability workshops, Sustainability-in-Practice course, Enactus/Oikos etc.) which can be undertaken by any student. The work overall, was an

output of Employability's Sustainability Task Group, set up in 2020 following Carbon Literacy Training, and inspired by NTU's strategic pillar 'Embracing Sustainability'. The overall aim being to have a positive impact on students' future careers by connecting employability to sustainability.

Within the award, students gain points for what they do and can achieve a bronze, silver, or gold award certificate. The aims of the award are to expand knowledge of sustainability, improve personal sustainability practice and values & behaviours, and raise awareness of the importance of sustainability to the workplace.

Sustainability Award Overview 2022/23

Bronze level - Sustainability Award (50 points)

- Complete Sustainability Award Essentials – Starting point to the award
- Complete one of the three Sustainability in Practice activities – Clothing, Energy or Food (worth 40 points)
- Complete The employee guide to sustainability (5 points)
- Complete Sustainability Reflection 1 (worth 5 points)



Silver level - Sustainability Award – Experience & Skills (50 points)

- Complete a minimum of 45 points of extracurricular sustainability-related experience and/or skills development/workshops/webinars activities
- Complete Sustainability Reflection 2 (worth 5 points)



Gold Level - Sustainability Award –The 'Sustainable Graduate' Showcase (50 points)

- Your Sustainability Elevator Pitch (10 points)
- Create PowerPoint slide deck or poster (15 points)
- Answer several sustainability-related interview questions or write a blog (20 points)
- Gold Reflection 3 (5 points)

The content of the award can be personalised to the student's discipline and future aspirations but all students are required to reflect on insights and outcomes which supports self-awareness, insights to their values, and helps students build confidence in articulating the benefits derived in the context of their journey and career/ employment aspirations.

Rich array of Continuing Professional Development (CPD) opportunities

NBS offers and promote sustainability/SDGs related CPD opportunities to UG and PG students with CPD a core element within personalisation modules. Every NBS learner receives weekly CPD news bulletin, identifying activities and events, via a sharepoint CPD Calendar link, thereby allowing students to tailor specific CPD aligned to shaping enhanced skills, knowledge and understanding on a rich array of sustainable

competencies and aspects. The NBS philosophy ensures a stakeholder partnership to design and deliver CPD events and activities to allow all the opportunity to share experiences and nurture positive outcomes for all the NBS community.

The opportunities available are both internal and external. Sustainability, Employability and PEL team working in collaboration and offering/promoting a variety of in-curriculum and extra curriculum opportunities to students.'Sustainability' is also a key part of NBS Employability Resource Learning room and an important part of the CPD offer. A weekly reminder is given regarding upcoming events as a Saturday News Item on NBS Employability Resource and the CPD calendar includes ERS related activities. A sample of CPD activities and events with experts, companies, public bodies, volunteering organisations and enterprises are summarised in the table over the page.

Sustainability & Green	Responsible Citizen	Health & Wellbeing	Equality, Diversity & Inclusion
Great Big Green Week #susty (18-26 Sep 2021) Communities across the country join for the biggest event for climate change and nature in the UK	Global Goals Week (SDGs) (17-26 Sep 2021) A shared commitment across Businesses to accelerate action on the sustainable development goals	NTU Employability workshop- Wellbeing and Employability webinar (1 Nov 2021) 2-3pm Aimed at final year UG and PG students feeling stressed about graduating and searching for jobs and placements	KOC University SDG Action & Awareness Week- Student roundtable: How Sociocultural Norms Shape Gender Inequality around the World? (3 Mar 2022) 5-6pm Students discuss their ideas and share their knowledge on the related topic
NTU Sustainability Action Week (28 Feb- 6 March 2022) NTU partner with Student Union, and Nottingham City Council to increase awareness about environmental and social issues	Highered Virtual Global Jobs Fairs (11-16 Oct 2021) Meet with a variety of employers over the globe and engage with a variety of opportunities to talk part in video interviews and CV advice	BT Skills for Tomorrow webinar- Supporting your digital health and wellbeing (9 Nov 2021) 10.45-11.45am the talk will cover how participants can look after their digital wellbeing to be more productive	What's it got to do with me(n)? Exploring men's role in achieving gender equality NTU- #IWD2022 seminar (8 Mar 2022) 12-1.30pm Exploring gender bias, discrimination, and stereotyping
NTU Green Week (14-21 Sep 2022) Engaging and insightful events and workshops focused on sustainable behaviour change and climate action, aligning with the 27th UN Climate Change Conference (COP27).	PG Global Masters Challenge 2022 briefing (1 Dec 2021) 2.30-3.30pm A simulation- based competition challenge designed to develop the employability skills of Postgraduate students-The competition is repeated annually	NTU Enterprise/Wellbeing: Desk workers Yoga class (9 Feb 2022) 8.15-9.30am Benefits to yoga include managing stress, increasing concentration and productivity	"Embracing Diversity, Inclusion, and Equality" – Teleperformance Greece (28 Sep 2022) Get Highered event 3.30-4.30pm dedicated to European graduate students and Undergraduate students looking for a placement abroad
Employer Presentation: Sustainability in Industry- Green Week (16 Sep 2022) 1-2.30pm The Importance of Sustainability in industry	NTU Global Week (25-30 April 2022) A vibrant festival showcasing NTU's multicultural community on campus every year using art, dancing, sport, and food	NatWest Enterprise: Networking - Mental Health and Wellbeing (15 Dec 2021) 9.30-11am A multi-award-winning Social Entrepreneur driving change in mental health and wellbeing across the UK	LGBTQ+ History Month (Feb 2022, 2023) Activities celebrating diversity of LGBTQ+ Quiz nights, Celebration events at local cafés and cinemas
Sustainability Fair: City (14 November 2022) 11am-3pm Students meet wildlife charities, local vegan and zero waste shops, e-bikes available to hire and sustainability themed games	NTU Get Experience and Volunteering Fair 2021- online sessions throughout week (11 Oct 2021) Showcasing a range of Internal NTU awards and projects to get involved in. Repeated (7-14 Feb 2022)	Wellbeing Workshop for International Students (online) (2 Mar 2022) 2-4pm One to open support and plenty of online resources to look after your mind and living a balanced healthy lifestyle	Black History Month at NTU- various workshops, talks and masterclasses (13th- 29th Oct 2021) & (3- 29 Oct 2022) Offering workshops focusing on issues of race and identity. Hosting talks from mental health to a history of racism
Sustainability in Business Workshop (online) (18 November 2022) 2-3pm Part of Global Entrepreneurship Week 2022. Lucy Yates- NTU's Sustainability Engagement Officer delivers a talk on the importance of Sustainability within Business plans	Young Enterprise Volunteering Briefing (5 Oct 2022) Students hear about what volunteering as a company Business advisor with the charity involves particularly aimed at Postgraduate Students	NTU Enterprise/Wellbeing: Overcoming Limiting Beliefs with EFT Tapping (11 May 2022) 8.15-9.30am Emotional freedom technique that draws on ancient Chinese acupressure and modern psychology.	Enterprise Rent-a-car: Inspiring Future Leaders (Black History Month webinars series) (Every Friday Oct 2021 & 2022) 11am-12pm Designed to support leaders of tomorrow some of the most successful black colleagues sharing their experiences that have shaped their lives and led their achievements
NTU Employability- Intro to Carbon Literacy #susty #COP26 (27 Oct 2021) 1-2pm Defining key terms of carbon literacy and understand carbon footprint and how this compares to the impact businesses have.	Global Lounge: British Culture and Culture Shock session (24 Jan 2023) 3-4pm For International students to learn about Nottingham and tips for students on settling into a new home	CMI: Wellbeing in the Workplace: Nurturing bright ideas (1 Feb 2023) 12-1pm CatSci representatives share successful strategies they have introduced to support employees	NTU Black Leadership Programme deadline to apply Nov 2022 Programme starts Jan-Jul 2023) Applications from second year Undergraduate students eligible who are interested in gaining confidence and becoming resilient leaders
Carbon Literacy Action Day (COP26) (1 November 2021) & (7 Nov 2022) The Carbon Literacy Project	Preparing to Volunteer, City Campus (In-Person) (8 Feb 2023) 1-2pm – Local Community volunteering	Target Jobs hybrid event- All About You: Mental Health and Wellbeing (22-24 Nov 2022)	Women in Leadership; Development Programme Oct 2021 & Feb 2022 & Jan 2023 NBS experts help working towards leadership roles



NBS will further build on its three-tier approach for systematically integrating sustainability and SDGs into teaching and learning. The focus now, in addition to further integration of discipline-specific work and attention to the role of our assessment strategy, will be ESD competences and how best to support learner transformation and change.

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.

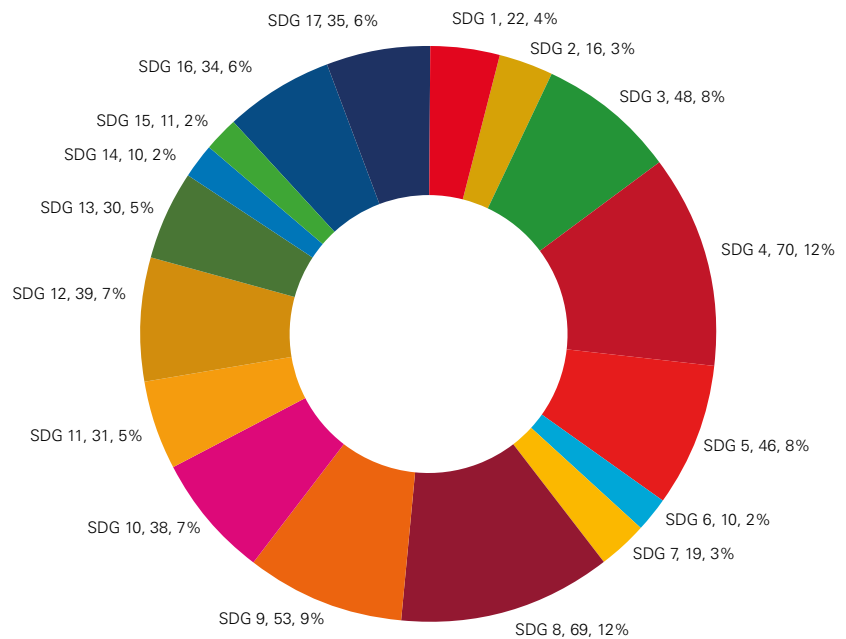


Sustainable development and SDGs have been integrated in the School's research activities. Sustainable development constitutes a major focus for research, which is delivered mainly but not exclusively through the Responsible and Sustainable Business (RSB) Lab led by Professor Mollie Painter. NBS aims to 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. Academics in NBS are integrating sustainable development in the school's research and publication agenda. The School is proud to report that since 2020 colleagues across the school have produced 198 3* & 4* journal articles, of which 41 relate to responsible and sustainable business. As such, sustainability research not only makes an important contribution to the School and University's research reputation, but it also proves that research on sustainability is very publishable in top-tier journals. In the future, the school will continue to do so.

Sustainability is at the heart of NBS research enabling change in organisations and communities for a sustainable society. NBS' internationally recognised RSB Lab, plays a key role in SDGs related research with impact. In addition to the research work carried out by academics in the RSB Lab, researchers in the eight other research centres are researching topics which relate to sustainability and the wider UN SDGs..

Research in sustainability and SDGs is one of NBS' strengths and is mainly led by the RSB Lab. Structure and resources are in place to extend our work in relation to sustainability and SDGs and engage faculty in research. The RSB Lab supports responsible and sustainable management research, and hosts activities events, conferences, training, and development to promote this. This also supports dialogue in NBS and beyond. Examples include:-

Research related to the Sustainable Development Goals



Based on the survey responses from 165 members of staff

1. The RSB Lab hosts regular inclusive, cross disciplinary research events to promote future collaborations and support researchers from across NBS and NTU with sustainability led research. Colleagues from across the University were invited to network with members of the lab and each other, to share research interests and to explore potential areas of collaboration.
2. The RSB Lab, in collaboration with the UN PRME working group on Climate Change and Environment, hosted an in-person event focused on pedagogical research with Professor Jennifer Leigh (current Co-Editor of Journal of Management Education (JME) on 12th December 2022. The event included an interactive workshop lead by Jennifer about the JME, with reflections on AMLE and how to position manuscripts. It supported researchers in capitalising their sustainability-related teaching in terms of generating publication opportunities.
3. The RSB Lab host an ongoing interdisciplinary seminar series with on average 2-3 seminars annually.
4. The RSB Lab host faculty away afternoons throughout the year with the most recent being in March 2022. The aim of these events is to outline and encourage opportunities for sustainability related grant and paper development, as well as providing opportunities for colleagues to network.

The Responsible and Sustainable Business Lab

Professor Mollie Painter is Professor of Ethics and Organisation at Nottingham Business School, NTU. She currently heads up the Responsible and Sustainable Business Lab (RSB Lab) at NTU and is an Extraordinary Professor at the Gordon Institute of Business Science, University of Pretoria. Since August 2021, she has been serving as co-Editor-in-Chief of Business Ethics Quarterly. In 2022 she was an Otto Mønstedts Fellow at Copenhagen Business School.

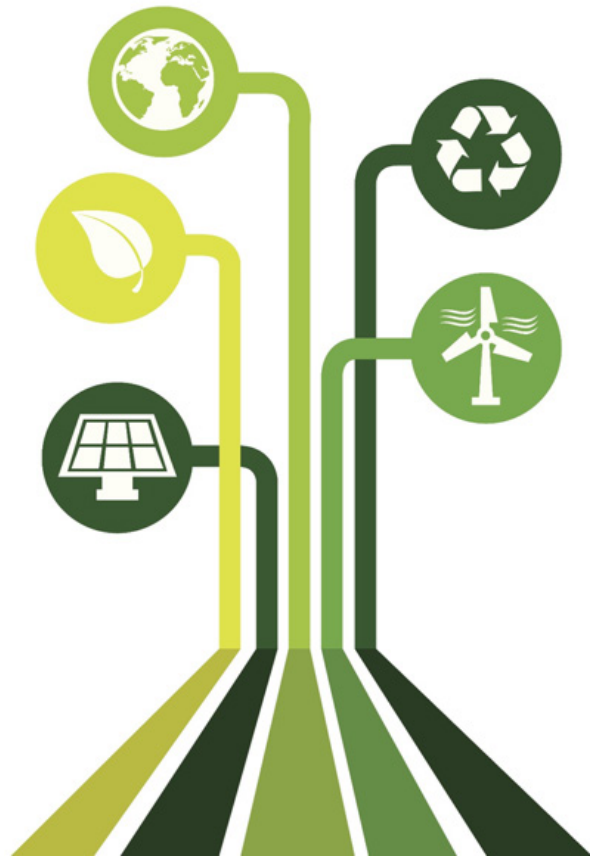
Mollie's most recent research focuses on sustainability, organisational culture, leadership, and ethics within complex organisational environments. As a philosopher by training, her trademark is bringing insights from 20th century and contemporary philosophy to management and organisational studies.

The purpose of the RSB Lab is to pull together transdisciplinary teams of experts across NBS as well as across the University to address complex research questions in sustainable development and to develop interdisciplinary grant proposals and research papers. As such, its research is broad in scope, and most of the RSB Lab members belong to another, more discipline-focused research group as well, making the Lab fully interdisciplinary.



Research Outputs

Research interest in sustainable development themes extends beyond the RSB Lab and there is significant research in the Centre for Economics, Policy and Public Management (CEPPM), particularly in the fields of sustainable energy, housing, transport and cities and more generally in the School. Similarly, other research centres in NBS are also engaged in sustainability related research studies. NBS produced many sustainability/SDG-oriented publications. The numbers include academics and outputs from research centres in NBS including the RSB Lab.



2020= out of 381 listed outputs, 121 were estimated to be SDG related (32%)

2021= out of 337 listed outputs, 129 were estimated to be SDG related (38%)

2022= out of 269 listed outputs, 94 were estimated to be SDG related (35%)

The outputs include various forms such as journal articles, conference contributions, book chapters and research reports for an external body.

RSB Lab Research Streams

The RSB Lab develops and disseminates research across four interrelated research streams, with staff typically aligned to the centre falling within one or more of these streams:

- 1. Ethics, Innovation and Entrepreneurship**
- 2. CSR, Sustainability and Corporate Governance**
- 3. Energy and the Environment**
- 4. Teaching and Learning**

Each stream of the RSB Lab is discussed with projects as indicative examples within the Lab and beyond.

1. Ethics, Innovation and Entrepreneurship

This research stream focuses on critically evaluating current mindsets, habits, and lifestyles with a view to providing some fresh perspectives and viable alternatives. Our team studies the processes and dynamics that may undermine ethics and sustainability to understand why certain unethical practices and unsustainable habits persist. We then challenge business practitioners to question ingrained ways of thinking and being. Inspired by philosophical thinking and interested in practice, we challenge assumptions to show how they trap us in certain everyday modes of being that may be questioned and transformed.

The Gamification Project

The Gamification Project was conducted to explore the literature on game-based learning in education in order to determine how the SDGs can be best acknowledged and addressed in a board-game for SMEs. This involved a literature review on game-based learning in education and a benchmarking exercise, i.e. surveying existing games in the sustainability realm (e.g. ABIS Scenario Exploration System). We conducted interviews with ABIS SES users as well as potential users of sustainability-related games in SMEs, and developed exercises/ case vignettes, in view of developing the full board game at a later stage. Our research culminated in the promise and potential challenges of using games within the field.

2. CSR, Sustainability and Corporate Governance

This RSB Lab stream engages, explains, and transfers CSR, Corporate Governance, and sustainability management related research findings to the business community, translating research into user-friendly formats. This is an ongoing knowledge exchange activity, which delivers direct tangible and demonstrable benefits to end users, particularly businesses. We translate research outputs around CSR and Corporate Governance into impactful executive summaries for use in business and government decision-making for sustainability. We use our expertise to collaborate with industry to provide opportunities to develop and nurture organisations. Recent examples include:-

Whistleblowing Project

In partnership with the Gordon Institute of Business Science (GUBS) at the University of Pretoria, the RSB Lab conducted research on whistle-blowing. By means of a Roundtable hosted at GIBS, and extensive interviews with prominent whistleblowers in South Africa, we produced the following:

- (i) data providing insight into the underlying patterns of whistle-blowing behavior and lack thereof;
- (ii) identification of risks and constraints that prevent people from speaking out;
- (iii) capacity-building of individual leaders to 'give voice to their values' through a tailored VDL executive training;
- (iv) development and support of organisational and sectoral initiatives and structures to enable whistle-blowing in South Africa, through a cross-sector dissemination workshop.

WE-DARE! (Women's Equality: Digital Access and the Right to Expression)

We-Dare explores the intersections of gender-based violence and digital innovation. Phase 1 of We-Dare was funded by a GCRF DIDA grant in 2020-2021, but due to Covid all GCRF development funding was discontinued. With corporate support, we continued to work in 2022 with our partners (the Gordon Institute of Business Science at the University of Pretoria, and NGO partners: 1000 Women Trust, Cadena and Womaniko) on pilot projects, also to further the development of an Impact case for the next Research Excellence Framework (REF). Additional funding for pilot programmes co-created with our NGO partners was secured through the corporate sponsorship of Hollard and Woolworths. So far, the second phase of We-DARE received around £130,000 in corporate funding for 2 pilots in South Africa, administered via our local partner, GIBS at the University of Pretoria. These pilots entail direct engagements with the aim of addressing GBV and better supporting victims in particular contexts in cooperation with our partners. For example, the pilot project undertaken in cooperation with Woolworths and our NGO partner Womaniko entails Woolworths employees taking part in a multi-step programme facilitated by Womaniko that addresses GBV in the workplace. This pilot not only constitutes a direct intervention to address the perpetuation of GBV within parts of the larger Woolworths organisation, but also aim to track the impact of this kind of program via a entry- and exit-survey, utilising existing scales.

3. Energy and the Environment

The RSB Lab manages this stream in collaboration with other NBS colleagues. This collaborative engagement helps to ensure that interdisciplinary perspectives are fully integrated in its research on energy and the environment. In this stream, we also cover social and environmental strategy, accountability and enterprise risk management and responsible investment etc.

Policy Fellowship with The Department for Energy Security and Net Zero

The RSB Lab's Dr Jacqueline Kirk is currently undertaking an 18-month ESRC Policy Fellowship, working directly with The Department for Energy Security and Net Zero on Net Zero Behavioural Science. The objective of this work is to enable academic knowledge exchange with central government whilst also facilitating the professional development of the academic in gaining insight into evidence-based policy making. Whilst embedded within the department, Dr Kirk has been working on a range of projects at the intersection between individual and organisational behaviour science in the transition to net zero and has been successful in securing additional funding via the ESRC to facilitate fieldwork within the fellowship.

SUSChange – Organisational change for sustainability in Nottingham-based Small and Medium Enterprises

This research project is conducted within the context of the NTU Sustainability in Enterprise (SiE) project (part-funded by the ERDF), which aims to support Nottingham-based Small and Medium Enterprises (SMEs) to implement carbon management and be more sustainable. The project was developed by Dr Ana Rita Domingues (now at the University of Leeds), Dr Muhammad Mazhar (NBS), and Professor Richard Bull (Schol of Architecture, Design, and the Built Environment). The SUSChange project aims to explore the organisational change process necessary to improve the carbon management and sustainability performance of SMEs based in Nottingham. As part of the project, impact of SiE on SMEs and students is being measured through SiE baseline and exist data collection. Student knowledge exchange for sustainability is key part of the project and this strand of the project is funded by Higher Education Innovation Funding (HEIF).

4. Teaching and Learning

The Teaching and Learning stream integrates research on ethical organisational culture, ethical decision-making, and leadership, with the design and delivery of executive development programmes. Research in this stream focuses on enabling managers and employees to speak up in the face of ethical wrongdoing, and to find responsible and systemic solutions to ethical dilemmas. Research priorities include:

- Understanding moral behaviour and decision-making
- Giving voice to values in everyday business practice
- Speaking out and whistleblowing
- Ethical leadership in the African context
- Finding ways to collaborate across organisations and sectors

Research carried out by academics in the RSB Lab and other NBS research centres feeds into teaching and learning activities through different modules and courses. It also significantly feeds into executive education and corporate training programmes. Some examples are below:

Carbon Literacy Training (CLT)

Carbon Literacy Training (CLT) supports organisations to understand how climate change will affect them and provides tools and knowledge to lower their carbon footprint, with typical realised carbon savings of 5-15% per person (Jacobs 2018). The first Carbon Literacy for Business Schools (CLT4BS) was developed under the leadership of Professor Petra Molthan-Hill by Nottingham Business School, in collaboration with the UN PRME Champions, the international student organisation 'oikos International' and the Carbon Literacy Project. Several other business schools such as Copenhagen Business School in Denmark are using the material designed by NBS and deliver the training to their students, staff and business partners generating significant impact. The second version distributed under the Creative Commons is the 'Climate Literacy Training for Educators, Communities, Organisations and Students' (CLT-ECOS) distributed worldwide; CLT-ECOS recently won the Sustainability (Gold) Award in the QS-Wharton Reimagine



Education Awards: <https://www.qs.com/meet-the-leading-innovators-in-sustainability-carbon-literacy-training/>.

Since winning the Gold Award in December 2021, CLT-ECOS is delivered in collaboration with QS World Merit; in 2022 for example, three trainings were offered worldwide and taken by over 70 nations. Overall, the CLT-ECOS has reached over 10,000 people.

Trainees have gone further and are now developing trainings for different sectors. For example, the training has been expanded to Drama, Theatre and Dance through Royal Holloway University participant. The training course has also been developed for accreditation to CLP for 10,000 employees at the Ardonagh Group which is a leading insurance broker. Short courses are being developed for Grant Thornton internal Academy aimed at similar number of people within professional services. In addition, taster sessions were delivered to Grant Thornton, London Stock Exchange (tech services) and WTA group (tech logistics/freight forwarding). Furthermore, there are now county specific versions adapted CLT in Australia, Canada, Denmark, Germany and soon in Peru developed by staff taking CLT-ECOS.

In November 2022, in partnership with the Carbon Literacy Project, Natalie Toms (the RSB Lab) delivered CLT to SMEs across Nottingham Business Improvement District (BID). The aim is to roll out the CLT to further organisations across the UK, with several already in the pipeline for 2023.

Nottingham Business School MBA and Executive MBA modules

The Responsible and Sustainable Leadership module is taught across the MBA and Executive MBA programme as a standalone module, as well as being embedded in other aspects of the course. The module enables students to develop insights, capabilities, and skills to create and maintain responsible, ethical, and sustainable business practices.

A significant number of academics are involved in research informed teaching within RSB Lab and other NBS research centres. Some examples of modules in courses are final year undergraduate module Sustainability in Enterprise Project, Values Led Organisations modules in MBA, Cross Cultural Management in MSc. International Business and Corporate Governance and Accountability in MSc Finance and Accounting.

Research Projects from across NBS

In addition to the work of the RSB Lab, examples of recent and on-going research projects from across NBS in other research centres now follow:-

Respond, recover, reset: the voluntary sector and COVID-19 – Prof. Daniel King

This is an ESRC funded project looking at the impact that Covid-19 had on the Voluntary, Community, and Social Enterprise sector. This project had three key strands. A monthly barometer, tracking the changes occurring during Covid-19, a quarterly panel survey, focusing on crisis leadership, and 300 in depth, fully transcribed interviews. They produced 13 mini reports, a dashboard and a key learnings report. The data

was used by the Department of Digital Media and Sport's Civil Society Strategy & Analysis team as the most reliable insights into data within the sector, the National Council for Voluntary Organisations for lobbying government and many VCSE Organisations. This project led to the establishment of the National VCSE data and insights Observatory.

Psychological wellbeing and safety in a global context, a rapid evidence assessment – Prof. Steve Brown

Funded by Lloyd's Register Foundation, this project aims to develop a greater understanding of the occupational factors that contribute to the mental health crisis, and recommend effective interventions to safeguard the safety of workers both physically and mentally across the planet. In 2017, it was estimated that around 792 million people worldwide were living with at least one form of mental health condition; this is slightly over 10.7% of the global population. Psychological health issues are considered one of the main causes of the overall illness burden worldwide, and very few countries across the world have adequate resources for coping with mental health issues for the general population. The report brings together evidence that confirms that psychological wellbeing has a significant impact on the productivity and behaviour of employees, strongly influenced by the nature of the work they're conducting. The researchers found that using a non-diagnostic approach to mental health called the Power Threat Meaning Framework, overcame some of the difficulties of comparing mental health outcomes across sectors and global regions, and could help organisations to model psychological wellbeing at work.

Inclusive Poverty Reduction: In Search of a Policy Framework to Support Individuals Operating in the Informal Economy in Lagos, Nigeria – Prof. Rob Ackrill

This is a £50,000 British Academy-funded project that is exploring bans and the criminalisation of informal economy activities in Lagos, Nigeria, and which is working with local stakeholders to seek co-created alternatives to the outright ban. The main aim of the research partnership is to have Inclusive Poverty Reduction. A key part of this project is working with stakeholders to co-create policy that can improve the lives and working conditions of citizens in Lagos working in the informal economy. The research team consists of Dr Eghosa Igudia (De Montfort University), Professor Rob Ackrill (Nottingham Business School, Nottingham Trent University), Dr Basirat Oyawolo (University of Lagos) and Dr Olasunmbi Olusanya (University of Lagos). This research project addresses several SDGs that are of vital importance to cities in the global south, with Lagos representing a critical case for such research. Informality in the global South is closely linked with poverty (SDG1). Securing better working conditions can help to address such concerns. Improved working conditions also links directly to SDG8 (decent work

and economic growth). With informality often the last resort of the poorest in developing country societies, improving the working conditions of those involved in these criminalised activities can also help to reduce inequalities (SDG10). The reasons for the current set of policies towards okada riders and street vendors include concern over citizens safety, concern over the livability of the city and scope for securing investment to help develop cities (SDG11 – sustainable cities and communities). Finally, one of the challenges in seeking to promote co-created policy reform are the institutional shortcomings present in Lagos and cities like it across the global South (SDG16 – peace, justice, and strong institutions).

Entrepreneurship education and youth unemployment and poverty: How are African universities making a difference? – Dr. Olu Aluko and Dr. Juliana Siwale

Dr. Olu Aluko and Dr. Juliana Siwale secured GCRF funding titled: Entrepreneurship education and youth unemployment and poverty: How are African universities making a difference? The project centres on the UN SDG goals 1, 2 and 4 which are No Poverty, Zero Hunger, Quality Education respectively, to reduce poverty and inequalities through university entrepreneurship education in Zambia and Nigeria

Doctoral Programmes

NBS offers a robust research-led doctoral programme (PhD and DBA) that are embedded in a highly dynamic and supportive research environment for our large and diverse graduate community. As a PhD and DBA candidate, students will have the opportunity to pursue original research and make a significant contribution to their chosen field which may align with sustainability principles. At NBS, there are various PhD and DBA projects centred around sustainability and SDGs, with topics including a few as examples:

- Equality, Diversity, and inclusion (EDI) in UK Higher Education (HE)- Increasing Race and Gender Diversity in Senior Leadership Roles
- An evaluation of Nottingham Business School's impact on selected UN Sustainable Development Goals, using L7 SLMDA/SLA Executive Education in areas of significant long-term multiple social deprivation, to support individual and community attempts at closing social division
- Defining the attributes of future public sector leaders. Attracting and nurturing leaders with different perspectives
- Empowering transitions towards a sustainable future: Understanding the role of organisational actors' collective engagement, relationships, and lived experience in the energy industry
- Integrating Positive Energy Districts with an Ultra-Low Carbon Future for Urban Mobility



The Responsible and Sustainable Business Lab's vision is to carry out research that combines academic excellence with impact with the target being to produce research outputs and drive change towards sustainable and responsible business practices.

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.

NBS has continued to develop partnerships with a range of public, private and not-for-profit sector organisations to bring positive change in organisations & society and offer experiential learning opportunities to students in line with agreed objective setting targets.

NBS focus over the last two years has been the augmentation of new external stakeholder partnerships, that enhance and develop existing partnerships – all with a focus on providing mutual benefits for our students via offering and delivering outcome-based learning modules, transformational impacts (social, economic, and environmental) for communities, curriculum enrichments aligning ESG with SDGs and career progression supporting sustainable ventures.

An outcome of 'University, reimagined' has been NBS' focus to explore the synergy and integration of sustainability, experiential learning, and employability. In 2021, NBS formulated a new experiential learning final year Undergraduate (UG) Module, Sustainability in Enterprise Project as part of a European Regional Development Fund (ERDF) project. This is an innovative example of a partnership project with both internal and external stakeholders. Notwithstanding NBS' desire to collaborate with other HE institutions on various UN SDG initiatives, such as food poverty, carbon neutrality, quality education and healthy living. The nurturing of educational stakeholder partnership via targeted sustainable developments and schemes, both on a local and global setting, has been particularly focussed post pandemic, and during a current cost of living and energy crisis. NBS strives to seek new collaborations that stimulate outcome-based challenges for protecting, ameliorating, and creating sustainable communities and societal impacts via a culture of learner inclusivity, whilst harnessing green innovation.



NBS engages directly with private, public and third sector organisations, ranging from SMEs to multinationals based regionally, nationally, and internationally. NBS maintains connections with hundreds of external commercial, public and voluntary organisations and social enterprises that take several forms. To sustain this breadth and depth of connections, it is important to maintain the quality and impact of these interactions within the challenges of the growth plan and increased competition within the sector for input from practice. Regionally there are several multinational organisations that NBS has worked with over a sustained period and developed strong relations that impact across a variety of activities. Specific examples include Toyota, Boots, Experian, and Rolls-Royce.



NBS provides tailored sustainable management consultancy, and work experience opportunities for learners

NBS provides postgraduate learners consultancy, in-company and change management project experience via specific modules integrated into the MSc and MBA suite of programmes. Many of these projects relate to sustainability in organisations.

- CEP = Consultancy Experience Project, one of the Major Project routes available to most full time MSc students
- IEP = In-company Experience Project, one of the Major Project routes available to full-time MSc students who apply for it
- Executive MBA / MBA – Change Management projects assigned to Exec and full-time MBA students

NBS generates partnership leads and organises suitable tailored sustainability themed experiences with their in-house experiential learning co-ordinator within the Personalisation and Experiential Learning team. A few examples of completed and ongoing projects are summarised in the table below.

Organisation	Brief	Type	Programme
AirPlus Renewables (John Hope)	Product viability study of roadside wind turbine	Start up	Autumn 2022 Management
CPMG Architects	What can they do to reduce carbon footprint in realistic timescales	SME	Spring 2022 Management
Dacrylate Paints Ltd	Carbon reduction strategy	SME	Spring 2022 MBA
Honest Inks Ltd	Evaluation of carbon and financial savings of product compared with competitors	Micro	Autumn 2021 Finance
LeftLion	Plan to move toward Net Zero	SME	Spring 2022 MBA
Lowdham Action Group /Transition Lowdham	Communication strategy to engage local people with environmental projects	Not For Profit	Spring 2022 Marketing
Nottingham City Council- Carbon Neutral Policy Team	Research about East Midlands industries and the different advice they would require reducing carbon	Public Sector	Spring 2022 Management
Games Workshop	Research sustainability	Corporate	Spring 2022 Management
Poverty Child	Explore feelings and needs of doners using an online platform to meet beneficiaries	Not For Profit	Autumn 2021 Management

NBS engaging with external stakeholders to shape the learner curriculum, societal outputs and outcomes for Quality Education



The maintaining and strengthening of links with professional bodies and school organisations has been a key aim for NBS. Students and alumni benefit from member services, professional networks, and career enhancement through accredited programmes. NBS has a strong and increasing recognition through faculty involvement in local school governance, school educational visits, school university open days, business education networks, hosting forums for head schoolteachers to debate current sustainable curriculum issues, keeping informed of sector developments and best practices, and helping shape best practice and policy.

NBS encourages all staff, students, alumni, and contractors to engage with external organisations such as registered educational charities, professional bodies, schools, etc – to stimulate benefits in shaping the University curriculum with societal impact enhancements. Notwithstanding the desire to achieve reciprocity for external stakeholders, i.e., improve school children literacy and sustainability awareness. The table below illustrates some notable school & professional bodies curriculum targeted societal initiatives, ‘shaping sustainability awareness’ performed during 2021-23. Various projects and initiatives are carried out with these stakeholders.

Engagement	Social Impact	Exemplar Organisations
Volunteering to deliver social community inclusion for schools		
An opportunity for delivering social community impact for school children and partner with young pupils and shape educational policy on the sustainable curriculum using our student and staff expertise.	School Governance through NBS staff volunteers, school reading for pupil in city schools to help literacy via staff volunteers. Staff shaping sustainable curriculum in pre-schools	Nottingham City Schools Southwell Minster School
Contribution to experiential learning opportunities (domestic and international)		
Consultancy Projects (schools), Internships, guest (school leaders) lectures and secondary school visits to NBS children.	Student education, knowledge transfer, internationalisation, and student assessments.	Secondary Academy Schools Nottingham County & City Schools (Pre, Primary & Secondary)
Working with professional bodies in the region to shape the sustainable curriculum emphasis		
Constructive alignment of sustainable content in University Educational Programmes with Professional Accredited Bodies	NBS staff collaborating with accreditation roles to determine sustainable curriculum content sought by professional bodies, institutions, and employers	NBS Programmes are connected to 13 professional body institutions, NBS works with various bodies and organisations, including CABS, AACSB, EFMD, CIPD, CIM, CIMA, ACCA, CFA Regional – Midlands Engine, D2N2 LEP, D2N2 Digital, Nottingham City and County Councils, NHS Trust, etc



NBS working with local SMEs to achieve gender inequality and empower women - Women in Leadership course

NBS has become highly recognised for significant expertise in business development for SME start-ups, enterprise, and growth. The last five years has seen substantial growth in the provision of funded business development programmes for SMEs:

1. European Social Fund (ESF): High Level Skills for D2N2: Women in Leadership; Effective Change Management; Sustainable and Inclusive Leadership (Total £515K (\$695k), 615 learners from circa 300 SMEs supported).
2. UK Government Funded: Leading to Grow; Small Business Leadership and Help to Grow:

In 2021, the ESF Women in Leadership course was short-listed for a Praxis-Auril place-based Knowledge Exchange award for its impact on SMEs in D2N2. UpScaler has been recognised as a best practice by the Interreg ScaleUp partnership.

NBS encourages all staff, students, alumni, and contractors to engage with external organisations such as registered educational charities, professional bodies, schools, etc



Social enterprise partnerships to improve mental health and wellbeing for the NBS community

NBS have been leading the way in understanding and supporting student and staff mental health and wellbeing, particularly resulting from post Covid-19 outcomes that impact society and the NTU Community. During 2021, students continue to interface with charities, social enterprises and volunteering opportunities, aligned to delivering positive social impacts to mental health and wellbeing. NTU has become one of the first members to join the University Mental Health Charter programme run by Student Minds, the UK student mental health charity. A theme covered in NTU Green Week was – How do you feel? – NTU recognises Eco Anxiety is a real and fast-growing issue, especially for our young learners. Consequently, NBS have developed outcome-based modules, that focuses on the learner personal and professional development (i.e., PG Transformational Leadership Development), to embed opportunities for students at all levels with CPD logged activities via a shared Pebblepad workbook mentored by academics to provide heightened awareness, and social impact on green themes.

NBS have developed stakeholder partnership initiatives with businesses and schools to provide an integrated approach to providing experiential learning opportunities for undergraduates, postgraduates and executive education students in new environmental settings that expose learners to social impacts related to mental health and well-being. Our NBS learners have been involved in volunteering, educational away days, consultancy projects and curriculum workshops at the Animal, Rural and Environmental Sciences (ARES) School, partnering with an established social enterprise. The Flowerpod is based within the ARES Brackenhurst campus.

The **Flower Pod** is a garden full of flowers, surrounded by farmland on the edge of Nottingham Trent University's Brackenhurst campus. Focused on community, creativity, and sustainability, it provides student learning within 1.5 acres of green space. Helping people with learning disabilities connect with both nature and their local community is at the heart of everything we do. Clients enjoy gardening, wildlife, crafts, floristry, and other transferable skills that help people gain in confidence and to develop towards living more independently.

NBS have been leading the way in understanding and supporting student and staff mental health and wellbeing, particularly resulting from post Covid-19 outcomes that impact society and the NTU Community.





NBS learners engaged in anti-poverty projects, working with charities dealing with food poverty in deprived local community

Since the onset of a UK cost of living crisis, arising from escalating inflationary costs to food and energy, our learners have been instrumental in supporting local foodbanks within a focused inner city community of Nottingham, Hyson Green, that suffer extreme food poverty and cost of living challenges. The project had specific focus on SDG 1 (end all forms of poverty), SDG 2 (end hunger, achieve food security and improved nutrition and promote sustainable agriculture) and SDG 3 (ensure healthy lives and promote well-being for all ages).

Our MSc Innovation and Entrepreneurship students have been working with Himmah with participating in a social enterprise challenge, whereby students organising a social investor event (Hot Shots 2022), part of their assessed

curriculum, at which they pitch food waste solutions, sustainable funding & finance mechanisms, cost effective food supplies and waste package minimisation initiatives – all to benefit the scale up and efficiency gains of Himmah which is currently suffering extreme challenges in meeting food demands.

Himmah founder Sajid Mohammad,

'We at Himmah wanted to thank you again for those wonderful presentations from your students last term. We thought they were absolutely fantastic! We shall keep a record of how they have helped us, so you guys can give these students credit for their outcomes'

Nottingham Business School
Nottingham Trent University

HOT SHOTS

HOT SHOTS 2022

Investors event

The MSc Entrepreneurship team of 2022 have been working on curating innovative and forward-thinking business ventures capable of tackling today's social and environmental issues.

After months of collaborative preparation, investors are invited to critique and assess each business project with the hopes of discovering opportunities for social and financial returns.

Brew More

Brewery by-products have a wide range of applications but not one company focus on the supply and distribution of the profitable material. At Brew More we believe that creativity and R&D can create positive changes for wider ecological systems

BASTE

BASTE provides an online brewery waste exchange platform with the goal to create zero waste for the microbrewery industry. Attempting to tackle the increasing waste produced from breweries, the centralised platform enables breweries of all sizes to generate a profit alongside connecting breweries, byproduct companies and potential clients.

THE ENABLERS

Enabler is a consultancy organisation specialising in energy efficiency for the brewing industry, with a particular emphasis on microbreweries. We get involved by assessing the energy usage of our beer company partner, finding energy loss, and providing an efficient solution by recommending alternative energy techniques based on the firm's location that best fits their manufacturing process.

Event details:
June 30th 2022
From 11:45am to 04:00pm
Nottingham Trent University Brackenhurst Campus
Brackenhurst Ln, Southwell NG25 0QF, United Kingdom

The Hot Shots were joined by a myriad of social investors from Nottingham city council, D2N2 local enterprise partnership, the British Bank, Green venture investors, and local community interest groups. The Himmah partnership are currently working towards piloting a better eco system for food waste and social inequalities within the inner city of Nottingham.





The Prince's
Responsible
Business Network



NBS engaging Business in the Community (BITC), a responsible business network

Business In The Community (BITC) is a member organisation, and the UK's largest and oldest responsible business network, whose mission is to create a fairer and more sustainable world in which we live and work by harnessing the collective power of business. BITC campaigns with 600+ members and its UK-wide network to continually grow responsible business practices in the UK. In recent years, BITC has provided volunteering opportunities for NBS students through its award-winning ClickSilver Connections programme, which was born in Nottingham over 10 years ago. ClickSilver is a digital inclusion programme, which tackles issues of digital isolation and loneliness in older generations by matching participants with mentors to increase their knowledge and confidence around digital skills such as internet and social media use. This year, following the 10th anniversary of ClickSilver, BITC will be assigning a challenge to a group of NBS' Postgrad MSC Economics students to explore and recommend metrics that could be used to evaluate the impact of the programme. BITC has also facilitated connections to community organisations through its network to provide experiential learning opportunities for students at NBS. These Community Engaged Learning Projects (CELPs) include work on Community Challenge module (Employment and Enterprise), which provided students with work experience in local charities, and a Community Insights Day where students proposed solutions to real-life problems faced by local charities (The Hope Centre, Pulp Friction.) NBS academics are engaging with BITC networking events with businesses and other partner universities exploring opportunities for collaborations for student projects, research and business support. NBS is represented in the BITC East Midlands Leadership Board where Prof. Petra Molthan-Hill is a member.

NBS forming new outreach collaborations with sub-strategic local enterprise partners

The Erewash Partnership (EP) has augmented an exciting new collaboration with NBS to provide a myriad of opportunities for sustainability focussed projects for all learners to deliver social enhancements for local enterprise within the borough of Erewash. NBS already benefit from longstanding partnership with the local enterprise partnership D2N2, with coverage across other regional East Midlands locations (Derby, Derbyshire, Nottingham, and Nottinghamshire). By complimenting the existing LEP partnership with a focussed sub-strategic local enterprise, Erewash Partnership (EP), NBS students can form closer links with community, particularly with delivering levelling up impacts for the Erewash community. The focus of the NBS EP collaboration aligns with the UK Government Levelling Up Agenda – a mission to improve standards of living across the country and help every place to reach its productivity potential, with a focus on improving the performance of social returns and address regional inequalities. By working with EP members, NBS is striving to enhance sustainable business models with positive social impacts for the community of Erewash.

The Erewash Partnership has over 350 members, comprising of micro enterprises, SMEs, corporates, charities, and educational institutions. During 2022, the CEO of EP, Ian Viles and Dean of NBS, Baback Yazdani set up a roadmap to augment the collaboration that has seen management consultancy projects, volunteering, curriculum engagement and social impact enhancements for Erewash and NBS. An EP NBS initiative is - GreenGains - delivering a host of sustainable enhancements for Erewash Members and the community at large. A focus is working towards developing sustainable commerce, towns, transport, living and leisure. GreenGains initiative covers a broad range of SDGs capturing economic growth, social inclusion and environmental protection.

This is an initiative delivering assessments, networking, consultancy and CPD experiences for learners, whilst reciprocating with guest speaking, industrial mentoring and coaching and placements for students. Our initial pilot scheme has augmented the partnership with the participation of MSc Finance and MSc Innovation & Entrepreneurship students. The international students have provided some untold benefits in interacting with the Erewash Partnership. Key focus areas are Waste Minimisation, Recycling and Recovery of Waste Arisings, Upcycling Waste, Restoring biodiversity to open spaces, Energy Conservation, Ethical Product Creation, Business Model Transformation and Inter-modal transport links.



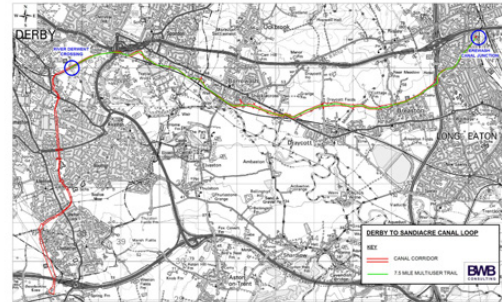
Stakeholder partnering with local sustainable development schemes – Derby Sandiacre Canal Restoration and Re-instatement

The opportunity to become a partner of the restoration and reinstatement of a former waterway, Derby Sandiacre canal has provided an opportunity for academics and students to contribute to enabling the vision to create 'living waters' in a localised project. A waterway restoration and reinstatement scheme delivering specific focus on SDG3 – Ensure healthy lives and promote well-being (canal corridor & canal-side open spaces), SDG4 – Ensure inclusive and quality education and promote lifelong learning (major sustainable development with biodiversity & ecosystem creation), SDG8 Promote inclusive and sustainable economic growth, employment and decent work for all (Job creation from build and operation of canal, mariners, recreational and freight barges, and canal-side housing developments), SDG9 Build resilient infrastructure promote sustainable industrialisation and foster innovation (Create navigable waterway, intermodal transportation, sustainable urban drainage scheme with canal balancing tanks, boatlift and towpath recreational links for cycling etc), SDG11 Make cities inclusive, safe, resilient and sustainable (the 'living waterway' delivers transitional canal-side communities) and SDG17 Revitalise the global partnership for sustainable development (the rebirth of former

canals delivers significant social, environmental and economic benefits for a host of stakeholders)

The sustainable development scheme- 'living waters' delivers case study-based experiential learning, field trip studies, guest speaking, formative and summative learner assessment all via interaction with 'living water' stakeholders – local authorities, planners, environmental bodies, local business and residence, community action groups and consultants.

Canal Route





NBS were introduced to the scheme via Rob Hartley (NBS Senior Lecturer), a former Projects Director and Trustee of the Derby Sandiacre Trust (registered charity). The project continues to provide outputs & outcomes for all parties; learner case study for determining social investment returns, environmental impact assessments, sustainable funding, finance modelling, biodiversity awareness of living waters and green open spaces, whilst delivering community enhancements. The canal has provided students at all levels a host of volunteering, CPD, and formative assessment within the embedded sustainable curriculum, whilst also enriching teaching with guest speaker experts involved in the canal restoration & reinstatement scheme, i.e. Chartered Institution of Water and Environmental Management (CIWEM), Derby City councillors, Canal River Trust, Derbyshire Wildlife Trust and Environment Agency. The partnership offered the following opportunities for NBS students:

- BA Business Management In Company Undergraduate Rolls Royce apprentice students conducting business model survey of the Derby Arm Boat Lift. A conceptual boat lift designed and patented by a former Rolls Royce engineer, Alec Dodd, and member of the Derby Sandiacre Canal Society.
- MSc Accounting, Investment & Finance students devised both sustainable funding & finance models (Social Impact Bonds, Crowd Funding, Public Private Partnership, Grant Capture etc) and Green Balance Scorecards within a Transformational Leadership Development Module.
- Management Consultancy projects scoping Social Returns and Impacts.
- In company degree apprentice students – BA Business Management & Leadership (Rolls Royce Apprentices) programme- engaging in social and environmental impact awareness campaigns and social impact studies



Sustainability in Enterprise Project Supporting Small and Medium-sized Enterprises (SMEs) in Greater Nottingham

The aim of the partnership is to enhance sustainability and SDG integration into the SME community via the Sustainability in Enterprise (SiE) project through an in-curriculum module. SiE helps SMEs in Greater Nottingham on their journey to Net Zero. Part-funded by the European Regional Development Fund (ERDF), the project aims to help businesses fully understand their current carbon emissions and identify effective carbon reduction measures to be more sustainable. Financial support is available to help SMEs act. Free and practical support is also available from specialists in sustainable business operations, building management, product design and employee engagement through the project strands who offer support. NBS' SiE project strand offers student carbon management consultancy project and Carbon Management Workshops Programme to build in-house capacity of SMEs.

The project has successfully engaged with regional stakeholders such as Nottingham City Council, The University of Nottingham, The University of Derby, East Midlands Chamber of Commerce, and UK wide stakeholders such as Department for Business, Energy, and Industrial Strategy (BEIS) (now called Department For Energy Security & Net Zero) to collaborate in providing Net Zero support to SMEs primarily in the Nottingham area but also the wider geographical area through partner referrals. Business facing SiE team members at NBS and NTU have engaged with SMEs from all sectors to promote funded sustainability support and cross refer to wider regional partner support to enhance SDG and carbon management integration into SMEs and their stakeholders. Direct engagement with business representatives has been achieved through the SiE NTU webpage, strategic central marketing activity, the SiE business facing team attending business networking events, partner events and conferences, design and delivery of sustainability thought leadership workshops and webinars to prospects and for partners such as the Nottingham City Council Growth Hub team. SiE project is an example of partnership with external stakeholder organisations in the city and SMEs as well as internal NTU teams such as NBS, School of Architecture, Design and the Built Environment (ADBE), Product Design,

Sustainability Team, and Employability Team. All these teams are working together to support SMEs Carbon management consultancy project sits within the final year UG Sustainability in Enterprise Project (SiEP) module in NBS.

Sustainability in Enterprise and Sustainable Marketing Qualification

The aim of the SiEP module is to provide bespoke sustainability and carbon management consultancy to the enterprise by a team of Student Sustainability Consultants studying in third/final year undergraduate courses. There is structure of support to inform, guide and review the student consultancy via lectures and seminars/workshops. Students work as a team of 4-5 across disciplines and interact with the client as well as make a site visit to complete their carbon management consultancy project. Outcome of the project is group-based poster which is the formative assessment in the SiEP module. Students present their project findings and recommendations via poster to their client in a networking event and conference which took place on 25th January 2023 this year. Total 270 NBS students participated in the consultancy project over two years. Student consultancy supported c70 businesses combined with ADBE.

"Over the last 3 years of study at NBS, sustainability has been a prevalent theme. Knowing the importance of sustainability in business, we were all very keen to learn more about the practical application of sustainability theories to industry as well as ways in which we can find creative and innovative solutions to real life problems. The Sustainability in Enterprise Project provided the perfect opportunity to do this. As a group, we were partnered with Clegg Group- a key player in the construction industry. Clegg provided thorough data giving us a great insight into the impact of their current business activities. We had the opportunity to make a site visit and meet the team who were exceptionally kind and cooperative. The result of this project has been that we have learnt a huge amount about how to apply our prior knowledge to the context of business as well as developing skills in calculating carbon footprint of a business and developed innovative

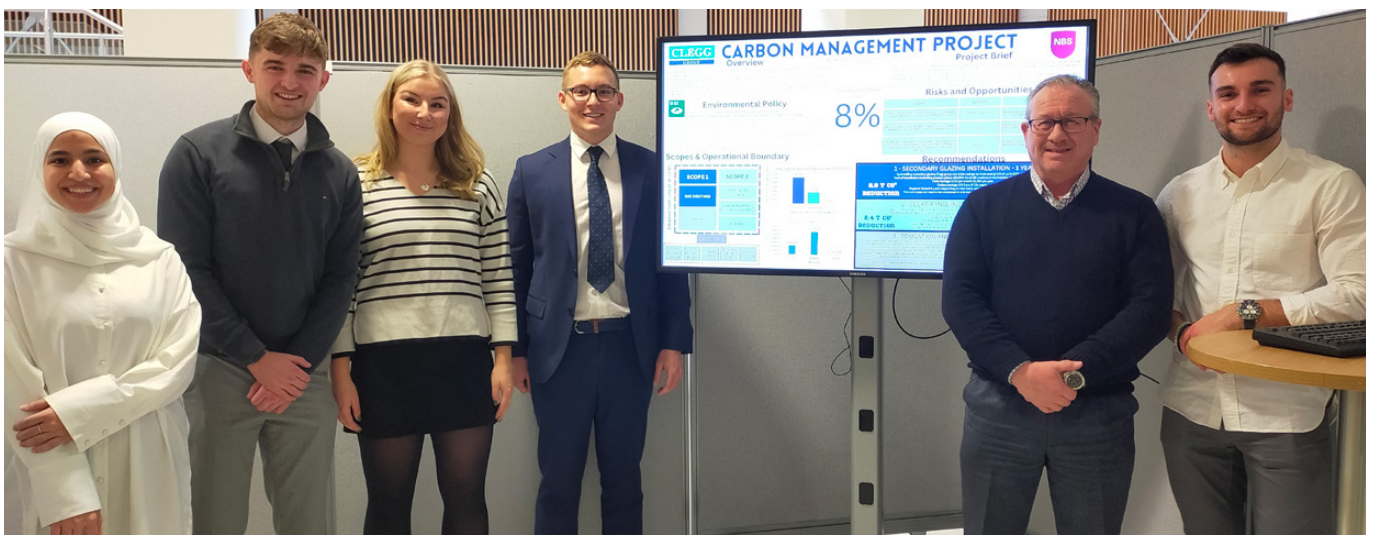
recommendations on how to reduce this. It has been an exciting and inspiring opportunity for all, and we are so grateful for everyone involved".



SiEP module sees students collaborating in teams to investigate and recommend solutions to ERS themed challenges, developing essential and higher level ESD competences along the way. As an added feature and benefit in recent years, has been the mixing of students – so economists can work with marketers, who work with accountants too. This cross/multi-discipline approach benefits and broadens ERS knowledge and practice and challenges teams to 'think outside the box' when developing and articulating their solutions and recommendations for client businesses. An added feature of SiEP from 2022 is the recognition offered for marketing students via the Chartered Institute of Marketing (CIM). CIM now recognises this module and on successful completion of the module and an assessment by the CIM, BA Marketing students can gain additional CIM Diploma in Sustainable Marketing. This professional recognition was only introduced by CIM in 2022 and it is fantastic to be able to both support and offer this to our students.

NBS inspiring SDG III's (Integration Impact Initiatives) via collaborative institutional research

NBS benefits from a vibrant research community working with a host of international universities to derive educational curriculum. Partnerships exist for SDG enhancements with various external stakeholders such as NGOs, public bodies, commerce, alongside our NBS community of academics, students, alumni, and employers. Some notable examples of NBS collaborations with multiple research partners have demonstrated significant outcomes related to integrating SDGs into the NBS educational programme curriculum, illustrated as SDG III's 'integration impact initiatives' specifically related to SDG1, SDG5, SDG7, SDG8, SDG10, SDG11, SDG12, and SDG 16.



REAMIT - Improving Resource Efficiency of Agribusiness supply chains by Minimising waste using Big Data and Internet of Things sensors

The REAMIT project proposes to adapt and apply existing innovative technology to food supply chains in North-West Europe Region (NWE) to reduce food waste and hence improve resource efficiency. Reducing food waste is of highest priority for the EU (88Mt or € 143B wasted per year). The REAMIT focuses on fruits, vegetables, meat and fish as these are wasted in large quantities. The supply chain includes farms, packaging sites, food processors, distribution, logistics, wholesalers and retailers. The project is being carried out in five NWE countries namely Ireland, Germany, France, UK and the Netherlands due to the amount of interconnected food supply chains and huge food waste in these countries.

The REAMIT adapts existing Internet of Things (IoT) and Big Data technologies to best fit the needs of the food supply chain management system in NWE. Through testing and adaptation, these technologies will be enabled to continuously monitor and record food quality and signal potential food quality issues. Through analytics, owners of 'food to be at risk of becoming waste' will be provided with decision support options to minimise food waste including redistribution to nearby customers.

As an example, we showcase the role of IoT sensor technology in Human Milk Foundation (HMF). HMF uses IoT to monitor the quality of milk during transportation. This offers continuous monitoring of milk quality parameters (e.g., temperature and humidity), allowing corrective action in a timely manner to mitigate loss. This low-cost technology helps saving several litres of human milk from waste, saving young lives and reducing CO2 emissions which will create both social and environmental impact (<https://doi.org/10.3390/su15010243>).



The REAMIT project aims to save 1.8Mt of food waste or €3B per year in NWE, avoid 5.5Mt/yr of CO2 emissions, test and operationalise 8 solutions, and, support 20 enterprises. The technologies will be self-sustaining at the end of the project. Several technology demonstrations are currently running in various food companies in NWE, helping these companies save food waste in their supply chain. The food waste saved has social and environmental benefits. Given that a significant number of human populations remains hungry, saving food waste and making the saved food available to those who need food has significant social benefits. Similarly, since huge amount of resources are required in producing food, saving food from becoming waste ensures that these resources are not wasted and hence has huge environmental benefits. Saving food that would otherwise be wasted also reduces greenhouse gas (GHG) emissions if the food waste ends up in landfill.



Prof. Usha Ramanathan from NBS is leading as Communication partner on this REAMIT project, 2019-2023. Total value of the project is Euro 5.74m. The project is led by Professor Ramakrishnan Ramanathan, University of Essex, UK, with the University of Bedfordshire as the lead partner, and funded by Interreg North-West Europe. Many universities and technology partners across North-West Europe are working collaboratively to achieve the objective of reducing food waste in NWE region.



Smart-BEEjS - Smart Value Generation by Building Efficiency and Energy Justice for Sustainable Living

Positive Energy Districts (PEDs) can, in simple terms, be described as smart microgrids that have a positive energy balance. This means that the residents in the district produce more local energy than they consume. This £4.5million Horizon2020 'Smart-BEEjS' project on Positive Energy Districts (PEDs) and Systems Thinking is financed by the Marie Skłodowska-Curie Actions, Innovative Training Networks. Smart-BEEjS is a consortium of eight universities and research centres, supported by 16 non-academic entities, in the United Kingdom, Italy, Portugal, Austria, the Netherlands, Germany, Spain, and Switzerland. The consortium provides training and personal and professional development for 15 doctoral students (seven female) from different academic backgrounds who are reading towards their own PhD degrees at these universities in relation to PEDs and with a "systems thinking" approach. The students are supported by a carefully chosen supervisory team that maximises academic excellence as well as interdisciplinary and inter-sectoral collaboration. The NBS team leading the project are Dr Kostas Galanakis, P-I and Project Leader, Prof. Rob Ackrill, C-I and Scientific Adviser, and Dr Néstor Valero-Silva, C-I and Chair of the Research Ethics Committee.

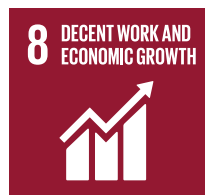
In a nutshell, the training and development model comprises a combination of subject-specific and research training workshops (where students delivered groupwork that could be used in their PhDs), with targeted placements using the universities' and research centres' networks. The aim is to develop researchers who demonstrate three complementary professional dimensions: (a) deep disciplinary knowledge and experience; (b) ability to synthesise and exchange ideas and arguments at interdisciplinary audiences; and (c) ability to convert knowledge and ideas into concepts for economic and social benefit as active stakeholders of the entire energy ecosystem. The themes cover global questions on sustainability and wider issues on policies, regulations, government activities and supra-governmental institution activities

(e.g., OECD, World Bank, UN). At the end of the Smart-BEEjS programme, the students would become excellent researchers in their chosen fields in public and/or private organisations. The Smart-BEEjS project is directly linked to six of the SDGs: SDG 1 No Poverty; SDG 7 Affordable and Clean Energy; SDG 5 Gender Equality; SDG 10 Reduced Inequalities; SDG 11 Sustainable Cities and Communities, and SDG 12 Responsible Consumption and Production.

GLE+ (Global Learning Experience plus) and international experience

The primary purpose of this partnership is twofold: to enhance SDG integration into the MSc International Business and the MSc Innovation Management and Entrepreneurship curricula, and to create an experiential learning opportunity for students to practice Responsible Management by working with Nonprofit organisations in the USA. This partnership started in 2021 and requires a systematic and intense effort from both institutions involved, NBS and De Paul University. The two course teams have been working intensely on mapping the learning outcomes, number of hours, types of synchronous online tasks, and nonprofit organisations to involve in this initiative. The activity centres around student teams taking the lead. The latter are mixed, such as they are composed by NBS and De Paul students. They get assigned a task to resolve by the end of four weeks (duration of the module) – three online (synchronously), and one in person. Tasks to resolve relate to the real business experience of two nonprofit organisations, the Greater Chicago Food Depository (GCFD) and the Field Museum. Student teams visit both organisations during the face-to-face week in Chicago. For the GCFD, they also spend half day helping pack food. This hands-on activity allows them to experience the core business of the organisation and develop a clearer idea of what the challenges are and how they can be addressed. By the end of the face-to-face week, student teams present their recommendations, each time in relation to the type of issue they were assigned to consider.

The benefits of this partnership for NBS relate to the possibility of incorporating an initiative in the curriculum that focuses on students experiencing elements of SDG8 (Decent Work and Economic Growth) and SDG12 (Responsible Consumption and Production) and Responsible Leadership/ Management. The activity is hands-on rather than just theoretical. Working with Nonprofit organisations can stimulate reflection on career aspirations driven by a collective responsibility ethos.



NBS will continue partnerships with public, private, not-for-profit sector organisations, and policymakers to bring positive change in organisations & society and offer experimental learning opportunities to students. Partnerships will be more outcome focused to deliver notable benefits for research, teaching & learning and community impact.

Principle 6: Dialogue



We are and will continue to facilitate and support dialog and debate among academics, 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.

NBS is continuously engaging in dialogue with internal as well as external stakeholders on topics creating, enabling, and upholding sustainability. This is done through a range of activities, for example, lecture series, trainings, workshops, conferences, seminars and academic outputs such as, articles, reports, books, podcasts, and social media.

Dialogue with internal stakeholders for impact

At NBS, we combine academic excellence with a positive impact on people, business, and society. This means we are bold in the decisions we make, the research we undertake and the relationships we nurture. And it means we develop confident graduates who, in turn, can make their own positive and meaningful impact on the world around them. The NBS has a range of impact case studies, which highlight examples where academic research has led directly to evidence of material impact on society. This happens through a series of dialogue with internal and external stakeholders in various projects to generate impact. Such impacts can be diverse, but may relate, for example, to welfare enhancements for consumers or employees, improved efficiency of organisations, effective economic policy design and deployment. Our most recent REF submission (March 2021) detailed the School's approach to encouraging impactful research and five impact case studies were submitted:

1. Building an Ecosystem of Support for SME Competitiveness, Growth and Innovation;
2. Healthcare: Ensuring Patients are Treated in the most Appropriate Clinical and Care Settings;
3. Improving Policy, Delivery and Assurance in Fire and Rescue Services;
4. Reducing Exploitation of Vulnerable Workers at Informalised Exploitative Workplaces: Evidence from Hand Car Washes in England; and
5. The Modernisation of Gambling Taxation.

Implementing the QAA and Advance HE Education for Sustainable Development guidance

The QAA and Advance HE Education for Sustainable Development guidance is a useful resource for academics. We held NBS internal training on 'Implementing the QAA and Advance HE Education for Sustainable Development guidance' which was provided by Muhammad Mazhar and Richard Howarth. This session explored the Quality Assurance Agency (QAA) and Advance HE Education for Sustainable Development (ESD) guidance with reference to the NTU and NBS strategy for embedding sustainability in teaching and learning. Specific attentions were paid to ESD competencies, their role in guiding and supporting sustainability and approaches to teaching which may work best.



The Global Responsibility Week 2023 – Net Zero Transitions

NBS hosts the annual Global Responsibility Week for PG students with academics from around the globe, facilitating integration between global academic colleagues and their knowledge. The 2023 event will focus on 'Transitioning to Net Zero', a concept that will require effective leadership in achievement of the UN's Sustainable Development Goals (SDGs) alongside ambitious plans for developing sustainability strategies, embedding sustainability in value chains, supporting sustainable innovation and technology, developing sustainable customer experience and brands, working with wider stakeholders, improving sustainability reporting, and engaging investors in implementation. International contributors enable our students to develop an understanding of and sensitivity to these challenges as they enter a world in which businesses worldwide have committed to the UN's Business Ambition for 1.5°C. This is delivered in interactive workshops which blend theory and practice in smaller group sessions, as well as through masterclasses in a more a didactic style of delivery to larger groups. The event also provides participants opportunities to network and explore possible research collaborations with academics and fellow colleagues while engaging in social and cultural activities locally.

Collaborative Online International Learning Project (COIL)

During January 2021, 54 students from NBS and Jindal Global University in India took part in a Collaborative Online International Learning Project (COIL) within the field of business sustainability in India and the UK. This 5-day virtual programme provided the participants with an opportunity to immerse themselves in the Indian and UK contexts. The mixed student groups, composed of 5 NTU and 5 OP Jindal participants gave them first-hand experience to collaborate across cultures in a virtual environment. Five distinguished business partners were enlisted to provide opportunities for the groups to develop innovative solutions to real business challenges. The industry partners who took part in the programme were diverse and ranged from multinational companies to start-ups and consulting firms. The current complexities of the climate crisis, business scandals and Covid 19 provided a powerful backdrop to the challenges. Despite their apparent differences, all had sustainability at the core of their challenges for the future and future business leaders were creative and considered in their solutions to the issues. The week was punctuated by a series of academic lectures delivered by global experts in sustainability and senior business figures. Mr Bimlendra Jha, former CEO of Tata Steel UK, shared his invaluable insights in the complex problems around sustainability and he inspired the students' thinking, and challenged them on their conception of sustainability. The COIL culminated in a series of group presentations in front of the industry partners where students were able to offer their recommendations. NBS is also collaborating with other partners on COIL projects. Another project is NBS and ESSCA Paris students and staff worked together as part of a one-week project focused on Sustainable Luxury Fashion. The feedback from the companies was excellent, for example one of the start-up companies said,

"The students were very switched on and asked great questions, and some of the insights they presented back were genuinely informative and helpful."



Sustainability @ NTU

Sustainability @ NTU Online Community

A new MS Teams network called 'Sustainability @ NTU' has been created. This group will allow members of the Sustainability Team, the Green Academy, Sustainable Futures Research theme, Nottingham Trent Students' Union and beyond to post opportunities students and staff can get involved as CPDs relevant to sustainability at the University. If any member of NBS staff is interested in this network as either someone who has interest in sustainability or would like to hear or learn more about sustainability at the university as well as share opportunities for students, they can send an email request to the Sustainability Team to be added. Through this network, staff can share posts if they know of anything that others might find interesting or to ask any questions.





Dialogue with external stakeholders and industry

UN75+2 at NTU: Living Together in the Future

One form of impactful dialogue between the school and students, professionals and the wider public are events. While there is not scope to report them all in detail some that stands out are the 'UN75+2 at NTU: Living Together in the Future' Conference. The conference entailed a series of events, workshops, and discussions where stakeholders and the wider society were invited to join NTU academics and our international partners to continue our engagement with the UN75 dialogue around how we can work together to tackle global challenges. The UN75+2 Conference ran over three days and addressed the challenges living together sustainably presents to us and hence address some of the most urgent priorities agreed in the UN Sustainable Development Goals.

Business Leaders Lecture Series

NBS invites everyone to learn from the experience, advice, and knowledge of some of the brightest minds in business in our 'Business Leaders Lecture' series. From global business leaders to renowned entrepreneurs, we invite our network to share their experiences with our community. These lectures are free to attend and open to students, alumni, colleagues, and professionals. Past speakers have represented companies including Unilever, Ford, Boots, Diageo, Experian, The RAF and CBI. To enable a larger audience, NBS offers a Business Leaders' Podcast available to everyone and which offers insights into how leaders and innovators achieve success. We also ensure that there is an active and ongoing dialogue with our alumni. A seminar with Emma Johnson, General Manager in Marketing Communications at Toyota GB PLC and Jenna Whittingham-Ward, Head of Boots Brand & Exclusive Beauty at Boots UK explored sustainability in practice for brands and product development. Both Emma and Jenna graduated from Nottingham Trent University, BA (hons) Business Management In Company in 2007 with First Class Hons. Emma shared expertise in her role overseeing the local roll out of the global Beyond Zero platform, signalling Toyota's transformation to a mobility company and demonstrating commitment to deliver sustainable mobility for all. Jenna provided insights based on her leading a global repositioning of the Boots product brand with sustainability, social impact, quality, and value at the core.



Sustainability Community Lab

As a higher education institution, we proud ourselves on enabling organisations to not just address sustainability issues but become sustainability advocates, providing them with the knowledge and tools to improve sustainable practices within their enterprise. An example of this is our series of workshops, Sustainability Community Lab (SCL), by the Employability team as part of the ERDF Sustainability in Enterprise programme which features transformative learning activities and peer networking to foster knowledge exchange between businesses. SCL sessions allowed participants to explore sustainability theory; develop sustainability mindsets, understanding the breadth and depth of sustainability and how it intersects with human and business activity. Building on this, participators broadened their understanding and relevance of sustainability in an economical and business context, utilising tools available to assess business sustainability, applying critical thinking and analysis to business case studies, recognising opportunities to innovate and drive strategic change. As an outcome, participants themselves can become sustainability advocates, embedding sustainability into business culture, effectively advocating and framing issues around sustainability with key stakeholders.





Professor Petra Molthan-Hill inaugural lecture

Enabling a sustainable living is key in the dialogue both within and with external stakeholders. In her inaugural lecture, Professor Petra Molthan-Hill spoke on the topic of 'Climate solutions for all: how to make a difference in your daily life and work'. She shared her research on the best high-impact climate solutions that could be easily implemented by everyone in their daily work, their teaching in any discipline and/or their research. These climate solutions were set in the context of climate chance science, with the focus on inspiring everyone in the audience to choose one of the solutions for their daily life and for their work (in whatever organisation they are based). Ideas on how to teach climate change mitigation education and how to accelerate the transition through impactful research were also given. Similar inaugural lectures are delivered by other NBS professors.



Climate Literacy and Action for All

In the face of the environmental crisis, it can be easy to feel powerless. However, small changes can transform aspects of our lives and make a real impact. From the food we consume to the transport we use; we can help influence change in systems simply by changing our actions. On the NBS online FutureLearn course 'Climate Literacy and Action for All' participants will learn how to become 'climate literate' to help make climate-conscious decisions. Participants will discover how to calculate the greenhouse gas emissions of various human activities and gain the tools to choose climate solutions that have the highest impact, for everyone's benefit. To help give context, participants will develop a basic understanding of climate change science and carbon storage, as well as climate justice and the related changes needed worldwide.

With this knowledge, participants will be able to explain climate change science and the best solutions to colleagues, friends, and family. Participants will learn how to take a systems approach and explore the decisions that need to be taken on a global scale, including the decarbonisation of society. Attendees will delve into the greenhouse gas effects and carbon sinks to help you explore solutions relating to carbon emissions. This knowledge will help understand how to influence the wider systems to reduce global warming and how to create your own action plan to do this. Throughout the course, guidance is provided by specialists at NBS. By the end, participants will have become climate literate and have the knowledge and tools to successfully communicate climate solutions.

From the food we consume to the transport we use; we can help influence change in systems simply by changing our actions.

Syllabus

- Week 1 ● Climate change - who can make a difference?
[Show weekly breakdown](#) ✓
- Week 2 ● Creating a positive future with the best climate solutions
[Show weekly breakdown](#) ✓
- Week 3 ● Your action plan
[Show weekly breakdown](#) ✓
- Week 4 ●

<https://www.futurelearn.com/courses/climate-literacy-and-action-for-all>

Dialogue with industry

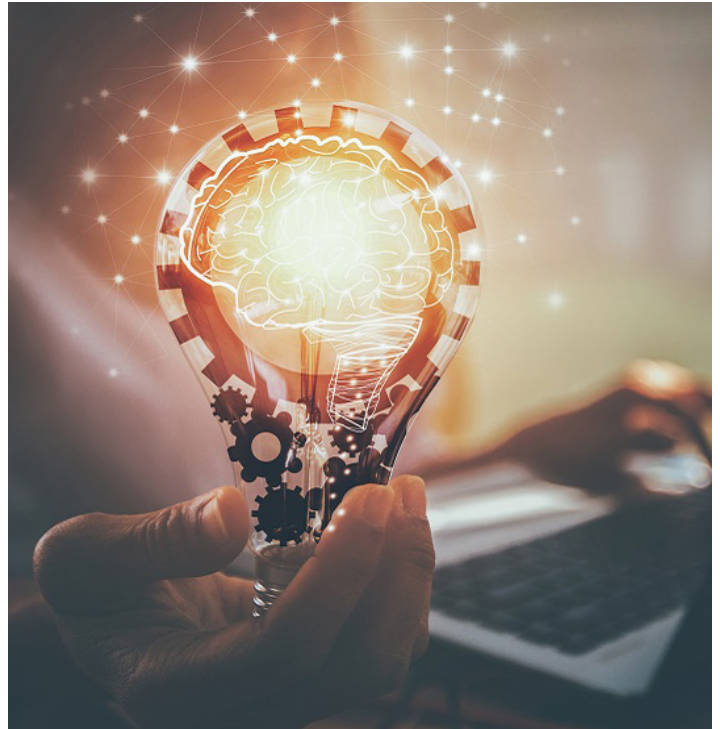
Centre for Business and Industry Transformation (CBIT) launch event

Examples like these are complemented by events relating to industry, such as the launch evening for the Centre for Business and Industry Transformation (CBIT) which brought together industry transformation research, disruptive business practice, and education. CBIT will work with industry partners to co-identify, co-design and co-deliver high-impact, world-leading education, and research. Informed by industry challenges, CBIT will augment the existing knowledge base through evidence-based venture building practice, with a range of innovative and practical venture building programmes available to entrepreneurial and intrapreneurial teams.

Experts in CBIT are now teaming up to empower environmental, social and governance (ESG) driven businesses to thrive more by making sustainability even more profitable through a global project funded by the British Council.

Carbon Management Programme for Supporting SMEs in Nottingham

The aim of becoming Net Zero is addressed with the Carbon Management Programme which enables organisations to understand the business case for carbon management; measure carbon footprint for SMEs; create carbon management strategies; and develop a carbon management action plan. This programme is delivered by the Sustainability in Enterprise (SiE) project and is part funded by the European Regional Development Fund (ERDF). The workshop programme is a part of the NBS strand of the SiE project and is a Category 5 offer led by Dr Muhammad Mazhar and is delivered by Al Dharmasasmita. Launched in September 2021, the aim of this co-created and interactive workshop programme is to build in-house managerial capacity and know-how in SMEs to support their transition towards low carbon and sustainable business. The programme has four practical 3-hour workshop sessions (total 12 hours) with a tailored one-to-one mentoring session. Key elements of the programme include understanding the wider context and business case for implementing carbon management, measuring carbon footprint, developing carbon management strategies and a SMART carbon management action plan. It is a hybrid programme with online and face-to-face sessions. Participants get certificates upon completion of the full programme. To date, eight cohorts have been delivered and ninth is in progress supporting 43 businesses so far. The workshops will continue to run until June 2023 supporting more businesses. Similar tailored programme (two cohorts) was also delivered for East Midland Chamber businesses on commercial basis to support businesses in their area.

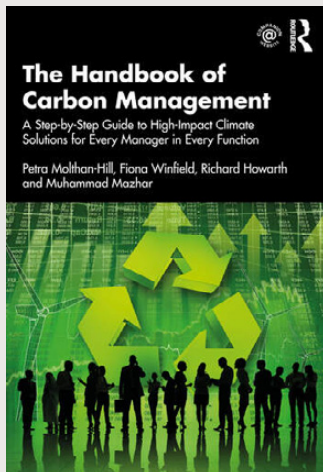


“I have endeavored to fully grasp what needs to be done as a business in terms of carbon management; developing strategies and action plans to reduce carbon emissions.

NTU’s Carbon Management Programme has enabled me to not only calculate carbon and carbon equivalent emissions, but also empowered me to look at ways of reducing carbon emissions whilst factoring in the return on investment for the business and ultimately work towards the City Council’s CN28 carbon neutral pledge”

Gary Matthews
Church Lucas

Book Releases



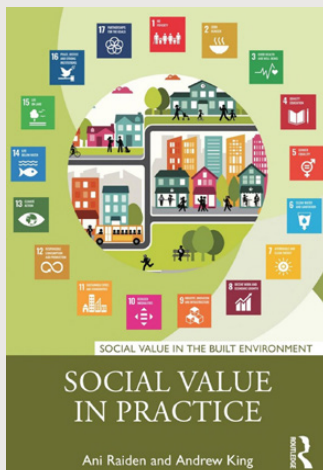
The Handbook of Carbon Management - A Step-by-Step Guide to High-Impact Climate Solutions for Every Manager in Every Function

Petra Molthan-Hill, Fiona Winfield, Richard Howarth, and Muhammad Mazhar

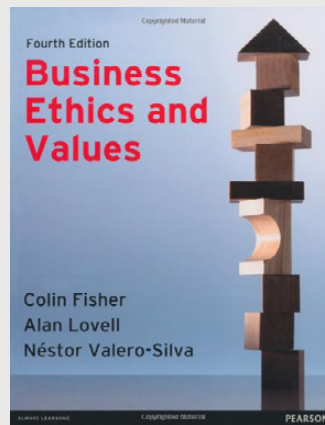


PRME book: Responsible Management Education

Petra Molthan-Hill, Alex Hope, Muhammad Usman Mazhar and Rachel Welton



Social Value in Practice
Ani Raiden and Andrew King



Business Ethics and Values

Colin Fisher, Alan Lovell, and Néstor Valero-Silva



NBS supported the British Business Bank's National #GreenToGrow Campaign

NBS academics and sustainability experts provided research and practice-based expertise and knowledge to support the British Business Bank's #GreenToGrow national campaign and their quest to provide businesses with the necessary ideas, resources, and digestible and accessible information to start on their journey towards being Net Zero. The British Business Bank is the UK government's economic development bank. Established in 2014, its mission is to drive sustainable growth and prosperity across the UK, and to enable the transition to a Net Zero economy, by improving access to finance for smaller businesses. Its remit is to design, deliver and efficiently manage UK-wide smaller business access to finance programmes for the UK government.

Its programmes are supporting over £10.3bn of finance to over 92,000 smaller businesses (as at end of September 2021). As well as increasing both supply and diversity of finance for UK smaller businesses, the Bank works to raise awareness of the finance options available to smaller businesses.

The British Business Bank Finance Hub provides independent and impartial information to businesses about their finance options, featuring short films, expert guides, checklists, and articles from finance providers.

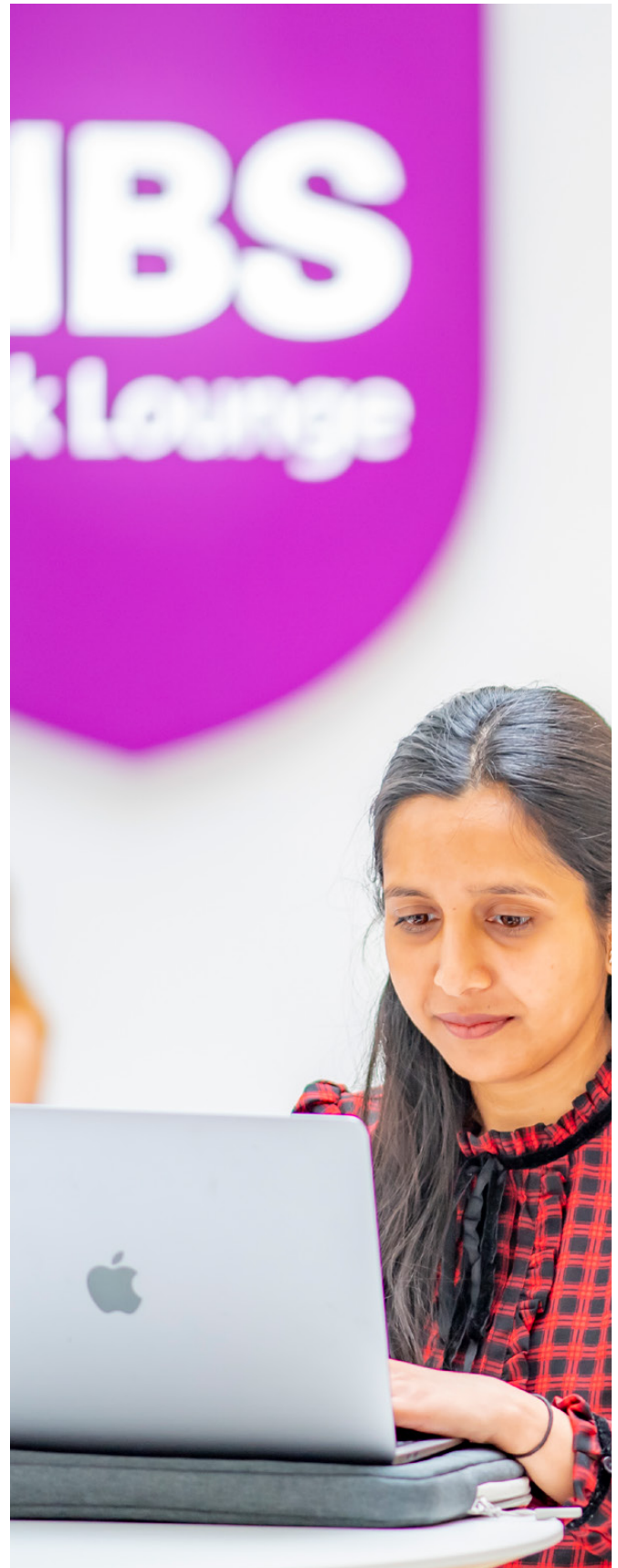
Dr Muhammad Mazhar was the Project Lead. Dr Justin Udie, Helen Taylor and Caroline Berrill were part of the consultancy team. The consultancy project has been completed successfully and it included the development of a Green Decoder, a glossary of key sustainability and Net Zero terms; Financing Net Zero case studies demonstrating good practice sustainability actions, a Training Webinar for start-up businesses and Visualise Your World content featuring 3D-modelled videos, which explore the consequences of sustainability actions in 3, 5 and 8 years for three different fictional businesses across three sectors. You can find the Green Decoder here <https://www.british-business-bank.co.uk/finance-hub/business-guidance/sustainability/glossary-of-terms/> for further information and case studies from our Nottingham-based partner businesses (Murphy & Son, Spenbeck, Eight Days A Week Print Solutions and Leonard Design Architects with thanks) here <https://www.british-business-bank.co.uk/finance-hub/case-study-murphy-son/>.

NBS engagement with PRME projects and networks

NBS has been actively engaging with PRME projects and networks over the years. NBS staff attend and engage with regular Global PRME Champions meetings/events and have been asked to attend Global Forum in June 2023. NBS engagement with PRME includes:

- Professor Petra Molthan-Hill has been the Co-Chair of the PRME Working Group on Climate Change and Environment since 2015.
- NBS academics (Professor Petra Molthan-hill, Dr Muhammad Mazhar, Dr Rachel Welton with others) are involved in the PRME Working Group on Climate Change and Environment and PRME Chapter UK & Ireland.
- Dr Muhammad Mazhar leads the Policies and Strategies subgroup in the PRME Working Group on Climate Change and Environment.
- Dr Rachel Welton is a member of the Steering Committee of the PRME Chapter UK & Ireland.
- Dr Rachel Welton leads on the development and implementation of PRME UK & Ireland's seven Local Networks.
- Dr Rachel Welton leading on the PRME UK & Ireland Doctoral Colloquium.
- NBS staff led the launch of the PRME UK & I network and hosting the PRME UK & I launch of the National Network in March 2022.
- Several NBS colleagues act as a facilitator for the delivery of CLT-ECOS in collaboration with PRME and QS World Merit and will continue to do so.
- Regular communication via PRME and Climate Change and the Environment Working Group newsletters to encourage wider NBS staff participation and engagement in PRME network.
- NBS staff contributed to global PRME book project, Responsible Management Education: The PRME Global Movement by Principles for Responsible Management Education.

Midland based Regional PRME Network was set up with the University of Birmingham. Regular networking events and meetings take place led by different universities in East and West Midlands in cycle. Key part of the network is to share good practice and learn as well as help address the challenges being faced by schools for the integration of ERS into curriculum. More recently, PRME Midlands Network-Just Desserts event was organised on 9 November 2022 at the University of Birmingham. These events involve students, academics, alumni, and local businesses. At the end of each event, the baton is planned to be passed to the next local network organisers to offer the following event.



In our dialogue with both internal and external stakeholders, we continue to share and enable good practice for wider impact and create an environment of exchanging ideas for learning and development. We will proactively engage with the PRME community and beyond.

Nottingham Trent University's sustainable operations

As one of the UK's largest universities, with over 40,000 students and 4,000 colleagues, we understand that our work can significantly impact the world around us.

NTU is a socially and environmentally responsible institution, and we are taking strong, innovative steps to promote sustainability awareness and education. As a responsible institution, covering five campuses, we promote sustainability awareness and education, and we believe in leading by example through our estate and operational practices. We are proud of our world-class campuses complete with green spaces, sustainable buildings, and transport infrastructure.

As a key part of the University, reimagined strategy, our theme of 'Embracing Sustainability' has committed NTU to becoming 'the most environmentally responsible University in the UK' by 2025. We are committed to developing and delivering effective measures that bring our students, colleagues, and stakeholders into the sustainability conversation, driving meaningful change and improvements — both locally and globally. These measures will seek to minimise the University's carbon emissions and will be embedded throughout our operational culture — from the everyday things we do to the new ideas we promote. Our approach is documented in our Net Zero Carbon Roadmap which commits NTU to reach net zero carbon emissions by 2040. To reach net zero by 2040, NTU will target Scope 1, 2 and 3 carbon emissions meaning that we are not only focusing on direct energy use, which is responsible for around 10% of NTU's emissions, but also our supply chain, travel, and waste emissions amongst others.

The University has successfully implemented ISO 14001, the internationally recognised environmental management system, to help minimise environmental impact. NTU was one of the first universities to achieve this, as well as Eco-Campus Platinum. In working towards meeting the aims of each sustainability theme, the University is continuing to implement sustainable solutions at local and community levels supporting the global effort to meet the SDGs by 2030.

Partnering with our local community

The University plays a very active role in the city of Nottingham and the wider region and has gained recognition nationally for its leadership and advocacy in sustainability.

NTU has built strong links with the University of Nottingham, recognising the positive impacts we can make by working in collaboration. The two universities were recently ranked in the top three most sustainable institutions in the world according to UI Green Metric, an international ranking of more than 1000 universities, with NTU being ranked 2nd in the world and the highest ranked UK university.

Universities for Nottingham, a civic agreement signed in July 2020, is a pioneering collaboration which brings together the combined strength and missions of NTU and the University of Nottingham, with Environmental Sustainability being one of the five areas of focus. It was updated in February 2022 to further sharpen our focus and move towards a greater emphasis on post COVID-19 recovery. This civic agreement will ensure that environmental sustainability and collaboration between the local government and the two universities is prioritised through the implementation of projects that improve sustainability and reduce carbon emissions in our region and beyond.

NTU is part of the Nottingham Green Partnership which encourages collaboration across the city to advance Nottingham's green future and help the city towards its Carbon Neutral 2028 (CN28) ambition. As part of this partnership, NTU has been contributing to several sub-groups which are driving forward specific areas of the CN28 plan and is contributing to other local forums, including the Environmental Strategy Working Group.



Award Winning Sustainability at NTU

The University continues to introduce sustainable solutions at local and community levels. These measures and initiatives will play a key role in supporting the global effort to achieve the SDGs by 2030.



UI Green Metric—2nd Most Sustainable University in the World

NTU has been named as the second most sustainable university globally, and the first in the UK, in the UI GreenMetric World University Rankings 2022, rising from fourth position in 2021. The UI GreenMetric World University Ranking is an initiative of Universitas Indonesia. Universities from around the world are invited to take part, with over 1000 institutions participating in the 2022 survey. Universities are ranked using six indicators: setting and infrastructure, energy and climate change, waste, water, transportation, and education.



Green Gown Awards

In 2021, NTU was the Winner of the “Campus Health, Food and Drink” category at the EAUC Green Gown Awards and was awarded Highly Commended in the “Student Engagement” award. In 2022, NTU was a finalist in the “Tomorrow’s Employees” category for Enhancing graduate employability through embracing sustainability.



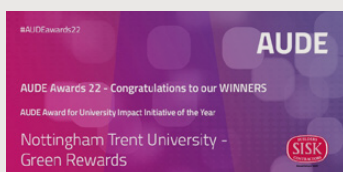
People & Planet University League

NTU has been awarded a 1st class ranking in the People and Planet University League, finishing 11th in 2022. The People & Planet’s University League ranks UK universities by environmental and ethical performance. It is compiled annually by the UK’s largest student campaigning network, People & Planet.



Green Flag Award for Clifton and Brackenhurst Campuses

For the 11th year running, NTU has been awarded the Green Flag Award in recognition of the outstanding natural and green spaces at our Brackenhurst and Clifton Campuses. The coveted Green Flag Award scheme sets the national benchmark for publicly accessible green spaces in the United Kingdom. It has been awarded to us in recognition of the amazing green spaces we have available for our students, colleagues, visitors and local communities to enjoy.



AUDE Awards

NTU’s Green Rewards programme won The AUDE University Impact Initiative of the Year 2022 Award, which seeks to recognise a specific initiative having a significant positive impact on the institution or the higher education sector. The programme, which has now been adopted across Nottinghamshire, was applauded by the judges for enabling “easy and realistic ways for the public to make their own [sustainable] impact”.



Hedgehog Friendly Campus Accreditation

In 2020, NTU made a commitment to make further improvements across our estate to help the UK's hedgehog population as part of the Hedgehog Friendly Campus initiative. In February 2021, we achieved a Bronze Award, and in January 2022, we achieved the Silver Award for Brackenhurst, Clifton, and City campuses.



Silver Food for Life award for NTU catering

Since November 2011, NTU Catering has received Silver in the 'Food for Life Served Here' award, issued by the Soil Association. We are proud to be the first university to achieve the Silver catering mark on a 'Large Volume for Students' basis. With at least 75% of catering dishes freshly prepared, the catering team is committed to sourcing produce from local suppliers wherever possible.

Sustainability Projects

This section describes just a handful of ways that NTU leads by example to contribute to the UN's 2030 Agenda for Sustainable Development.

Engagement on Climate Action

1) Green Week and Sustainability Action Week

NTU's Sustainability Team regularly hosts events on sustainability for students and staff, including an annual Green Week in term one and Sustainability Action Week in term two.

The 2021 Green Week, labelled as "**NTU's Campaign for COP26**", saw over 40 events hosted across the university and included workshops on topics such as sustainable purchasing, a learn over lunch lecture series, and practical activities such as bike rides, nature walks and games.

The 2022 Green Week saw 16 local organisations which contribute towards sustainability, including Notts Wildlife Trust, Emmanuel House and Shop Zero, visit the three main university campuses as part of "Sustainability Fairs." Footfall over the week saw over 500 staff and students engage with the stalls and a range of other workshops and talks focused on sustainability.

Sustainability Action Week held in March 2022 saw many collaborations with the Sustainability Team and various organisations and departments. NTSU run a clothes fair, UoN and NTU led an eco-anxiety online workshop with researchers from both institutions and Nottingham Wildlife Trust ran a workshop on People Powered Nature Recovery at the University.

In March 2022, under the Universities for Nottingham Network, Nottingham Trent University, in partnership with NTSU, University of Nottingham, UoNSU and Nottingham City Council bought together sustainability expertise from across Nottingham to host a Nottingham Climate Action Panel. The panel allowed the parties to discuss their community engagement initiatives and explore ways to mobilise activism and climate positive behaviours within the community.

2) NTU Sustainability Summit 2021

The **NTU Sustainability Summit 2021** was a collaboration between NTU's Sustainability Team and NTSU, which was attended by elected sabbatical officers from across the UK, as well as NTU students. The conference enabled students to share ideas and discuss practical ways to effect change and to take action at their universities and organisations. 75 students from a range of schools across NTU (including NBS) attended on the day along with 5 guest students from Nottingham High School.

The day included themed workshops hosted by the Sustainability Team on topics such as the climate emergency, biodiversity, and fast fashion. There was also a panel consisting of local organisation representatives who gave insight into their work towards sustainability across the city. The panel, chaired by Richard Bull, included Grace Walker from White Rose Nottingham, Erin McDaid from Nottinghamshire Wildlife Trust, Becky Valentine from Spenbeck and Philip Ball from NTU's waste contractor, Enva.



Enterprise Week

For the last five years, the Sustainability Team have been working collaboratively with the NTU Students' Union and NBS throughout Enterprise Week, to nurture, promote, support and reward enterprise amongst students, providing a series of activities for students in helping them with their business ideas. These culminate in a dragon's den style competition, where there is prize money awarded for different categories including the Green Dragon's Prize of £1,000 awarded in a ceremony at the end of the week.



NTU Cycle Hub



The **Cycle Hub** at NTU is part of a thriving cycling movement in Nottingham. We are aiming to ensure that NTU and our city become more cycle friendly through a sustainable transport plan. Cycling to university provides a cheap, green, and healthy alternative to other modes of transport- making it the best option for sustainable transport. The Sustainability Team manages the NTU bike hire scheme and Cycle Hub Workshop where students and staff can hire a bike for just £49 per year and have it maintained. The Cycle Hub also has a few e-bikes that are available to hire a month at a time – giving people the opportunity to experience what owning one would be like. There are almost 1,000 cycle storage spaces across NTU campuses, with many of these enclosed with smart card access for staff and students. NTU further supports staff cycling with the Cycle to Work scheme to help with the purchase of cycling equipment, along with access to showers and changing facilities.



Net Zero Carbon

NTU recognises the important role we can play in addressing climate change and as a result, we have committed to achieving Net Zero Carbon emissions across all three carbon scopes by 2040 to create a Zero Carbon culture across the NTU community. Net zero carbon by 2040 is now a key performance indicator for NTU, meeting our strategic approach to “set and meet specific and challenging targets for reducing our environmental footprint and ensure our campuses are exemplars of sustainable practice”. To meet our goals, it will be essential that the whole NTU community is engaged as set out in the **NTU Carbon Roadmap**. This Roadmap sets out an ambitious approach that will see NTU not only reducing its environmental impact but that of our suppliers and contractors alike. We have established the Net Zero Carbon governance structure, tasked with implementing projects across four Work Stream areas to deliver the necessary carbon reductions. The Work Streams collaborate on ambitious actions that will reduce emissions across all areas at NTU, reporting to the Carbon Programme Group which oversees the development and work. We will continue to work alongside our partners in Nottingham City Council, University of Nottingham, and others to work toward the shared vision of a carbon neutral Nottingham.



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Supporting Biodiversity

With over 240 hectares of land across our campuses, ranging from the city centre to farmland, NTU is committed to supporting and enhancing biodiversity. Through our **Biodiversity Policy** and the hard work of dedicated teams across the university, we're proud to say that our campuses are home to several protected species including Great Crested Newts, Badgers and Peregrine Falcons. Our pair of breeding Peregrine Falcons have called the roof of NTU's Newton Building home for over 20 years and have fledged 42 chicks in that time. In partnership with the Nottinghamshire Wildlife Trust, a webcam has been set up to allow people from around the globe to watch the hatching of chicks each year. Last year the Livestream racked up over 1,000,000 views, with people tuning in from the UK and internationally including countries such as the USA, Andorra, and Italy. City, Clifton and Brackenhurst are all Silver Accredited Hedgehog Friendly campuses, highlighting NTU's work to make sure our campuses allow Britain's vulnerable species to thrive. We have made strides in enhancing our natural and greenspaces through initiatives such as Greening the City, planting wildflower meadows and allowing spaces on our campuses to rewild. In 2022, NTU became a founding signatory of Nature Positive Universities which was launched at COP15 in Montreal.



Plastic Planet

In April 2018, NTU's Sustainability Team launched the Plastic Planet campaign with engagement stalls at the City, Clifton and Brackenhurst campuses. The aim of the campaign is to work with other departments, as well as with students and staff, to encourage positive behaviour changes that reduce the amount of unnecessary single use plastic used around NTU. Since its launch several hundred students and staff have signed the pledge. Our catering teams have dramatically reduced the amount of single use plastics utilised in serving food by eliminating 116,000 plastic cups, 169,000 items of plastic cutlery and 18,000 plastic straws as a result. NTU's Print Shop also eliminated PVC binding covers and plastic coil binding and achieved a 90% reduction in heat binder covers which require plastic.





Fairtrade

As part of a global community, we want to ensure that all those involved in the production of the products consumed on our sites are paid fairly for their services. This gives them extra funds to improve their lives, such as sending their children to school, investing in community facilities, or securing safe water supplies, in developing countries. NTU is proud to be an accredited Fairtrade University, serving only Fairtrade tea and coffee along with a range of many other Fairtrade certified items in our catering and shops. To raise awareness we host events, talks and activities during **Fairtrade Fortnight** in collaboration with other teams at NTU. Fairtrade accreditation is a collaboration between NTU and its Students' Union.



NTU Green Rewards

Launched in 2019, NTU Green Rewards is an innovative online platform and app to reward and incentivise more sustainable and wellbeing lifestyle choices among NTU's student and staff. Staff and students record and earn points for their positive green actions and top performers receive prizes monthly. Monthly challenges provide new and exciting content, challenging even the most sustainably minded taking further action. Through the platform, staff and students also vote for their favourite charity which receives a termly donation on behalf of the winning staff team. Since its launch more than 4,500 staff and students have completed over 270,000 sustainability and wellbeing actions which have collectively resulted in 560,000kg of avoided carbon emissions. Green Rewards is promoted within NBS to encourage uptake.



Campus as a Living Lab

NTU understands that our own organisational practices should serve as an example of the values and attitudes we convey to our students. That's why we are keen to use our campus and operations for curriculum challenges, allowing students an opportunity to work on real world challenges we face in our operations. One example of this is the crowd sourced recycling project led by Daniel Shin, Senior Lecturer in Product Design. The project, which is delivered in collaboration with our team and NTU's waste contractor, Enva, invites final year product design students to research staff and student recycling behaviour using a crowd-sourced technique in the span of one day. Additionally, the Sustainability Team hosts student placements allowing students from a range of disciplines to work on aspects of embedding and advancing sustainable development projects at the university, whilst providing valuable experience for students. Through the master's level consultancy project, postgraduate students from NBS have worked to provide insight and recommendations for understanding our stakeholder's interests and expectations. Sustainability team also worked with NBS Sustainability Coordinator as part of the #NBSBright Challenge where final year UG accounting and finance students offered recommendations to reduce NBS carbon emissions.



Clifton Campus Foodshare Allotment

Since 2015, NTU has been home to a campus allotment which provides volunteering opportunities to staff and students whilst also supply fresh fruits and vegetables to communities in need. Food grown over the past year has been donated to charities including Guru Nanak's Mission and Windmill Community Gardens, used for both community meals and children's crafting sessions where paints were made from berries. Since the project began, hundreds of volunteers have grown 30 different types of produce which have been donated to local charities that aim to bring people together around social eating. The site has a polytunnel which is watered from water collected in water butts and includes an outdoor classroom. Regular volunteer sessions take place Wednesday afternoons and staff teams can book the space for group volunteering sessions.



Environmental Management System

NTU is proud to be one of the first Universities to obtain ISO 14001 certification in 2012. The internationally recognised certification makes us confident that we have an Environmental Management System (EMS) needed to reach our ambitious energy, waste, transport, procurement, and biodiversity targets. NTU's Environmental Policy sets out the University's commitment direction to reducing its environmental impacts and the EMS sets out how we will achieve our ambitious targets.



For further details

If you would like more information related to sustainability and PRME at NBS, please contact us at nbsprme@ntu.ac.uk or alternatively contact on the details below.



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