

# Sharing Information on Progress (SIP) 2024

Henley Business School, The University of Reading



PURPOSE



VALUES



TEACH



RESEARCH



PARTNER



PRACTICE



SHARE



UNIVERSITY OF READING

## Henley Business School, The University of Reading

United Kingdom

**Admin(s)** k.akrivou@henley.ac.uk

---

**Supervisor(s)**

---

**Contributor(s)** kai.huang@pgr.reading.ac.uk  
lisa.stone@henley.ac.uk  
f.morais@henley.ac.uk  
j.turpin@henley.ac.uk

1. Letter from the most senior officer (e.g., Dean, Head) committing to PRME's Principles

## Statement

**Title:** Letter from the most senior officer (e.g., Dean, Head) committing to PRME's Principles

**Description:** Signed by the Dean of Henley Business School, this letter shares our continued commitment to the PRME and the seven principles and contains a short reference as summary related to this first Sharing Information on Progress (SIP) 2.0 report we are submitting in August 2024.

**Date:** 31/07/2024

**Language:** English

**Sharing Rights:** Public

**Relevant Stakeholders:**

Various (students, our staff, international partners and networks, communities, education, accrediting bodies, PRME and its signatories, our alumni etc)

**Purpose:** The Henley name has been synonymous with management education since the 1940s. Its identity today reflects the nature of its predecessor organisations and their underpinning principles: a style of learning based on group-study through the 'syndicate method', a belief that people from all sectors of society and business learn through a collegial interchange of ideas based on their own experience which enables managers from a broad range of organisations to learn from themselves, and its international character which is represented by a global range of partnerships. This identity formed over the last 75 years continues to inform Henley's mission, vision and values. Henley has recently been through a process to refocus its Strategy; as part of that process it has refreshed the wording of its mission, vision and values, although the guiding principles behind these broadly remain the same as the previous version. This letter contextualizes our strategy and values in the



# Letter from the Dean on Henley's renewed commitment to PRME's Principles

## Our Commitment to the Principles for Responsible Management Education



As the Dean of Henley Business School, I am delighted to share our commitment to the renewed PRME principles as part of this Sharing Information on Progress (SIP) 2.0 report. Henley is a large, international business school with a long tradition of championing responsible business education and today this commitment is enshrined in our Mission, our Values and our Strategy.

As the largest academic School within the University of Reading, we are home to almost 10,000 degree students and executive education delegates, and employ 183 core faculty and 395 professional services staff. We have campuses and offices in the UK, Finland, Malaysia and South Africa, as well as multiple partnerships around the world. This has led to a

dynamic and engaging community of over 97,000 alumni in over 160 countries.

Our demonstration to the wider values of responsible management education, part of which is reflected by PRME, is emphasised by our status as a triple accredited business school by the AACSB, EFMD (through the EQUIS process), and AMBA associations. We were also the first business school in the world to achieve the Association of African Business Schools accreditation, of which we are extremely proud. Henley has also been a member of PRME and PRME UK/Ireland & South East England since 2013/14.

Given the challenges our students and the wider society face today, our commitment to these bodies, to responsible business and management education and to the PRME itself are more important than ever. Climate change poses unprecedented risks to our environment and economies while social challenges, including inequality and the need for social justice, demand urgent action. Developments at the global, regional and local level threaten economic and social sustainability, and we aim to address this through our contributions to the world of work, to sustainable economic and to social prosperity. Additionally, the rapid advancement of artificial intelligence presents both opportunities and ethical dilemmas that we must navigate responsibly. We believe that responsible management education is key to addressing these pressing issues, fostering a sustainable and equitable future and preparing our students to lead with integrity and purpose in an ever-evolving global landscape.

As a leading business school with a truly global outlook, we acknowledge our responsibility to equip our future leaders and professionals with the tools to deliver impact and make business a force for good. To this end, we continue to embed the PRME principles into our governance, programme portfolio and curricula, research, partnerships, and staff and student support services. This report outlines how we continue to push academic boundaries that lead to positive societal impact and change.

## Executive Summary of our Sharing Information on Progress Report

We have made significant strides over the reporting period from September 2023 to August 2024 in promoting responsible management education (RME) and advancing the PRME principles through our mission and practice. Below we provide a brief overview of key achievements for each of the PRME principles.

### Purpose

Anchored in our long-standing tradition as a leader in management education spanning nearly 80 years, Henley's ambition of *Always Bringing Business to Life* and our Mission to:

- *Develop leadership for a fairer world;*
- *Inspire and empower individuals; and*
- *Make business better.*

are the foundation on which Henley operates, guiding the work of individual faculty and staff. Our renewed strategy clearly aligns with the PRME principle of Purpose to *advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.*

This clear Purpose, Vision and Mission is integrated throughout our work with the aforementioned accreditation bodies and membership organisations, alongside our contribution and commitment to PRME and its local charters. Being home to almost 10,000 learners and to over 500 academics and professional staff, we recognise the direct impact our Mission and Values has on many people and communities.

### Values

Our commitment to responsible management education is anchored and formalised in Henley's senior leadership team with clear accountability and responsibility for advancing responsible management education in the context of Henley's Purpose (outlined in the previous paragraph). Hence, we are committed to placing *organisational responsibility and accountability to society and the planet at the core of what we do.* In particular, Henley's World of Work Institute (WoWI) provides a strategic mechanism for articulating Henley's commitment to Research, to Teaching and to Engagement with communities and businesses which enhances responsible management education. WoWI brings people together across Henley and beyond, providing a large-scale interdisciplinary forum for the creation and dissemination of new knowledge and practice, particularly in its three key areas of focus: AI and Automation, Flexible Working, and Equity, Diversity and Inclusion.

The renewed strategy of our parent-institution, the University of Reading, refers to four key values and principles underpinning our teaching, research and partnerships to address the needs and challenges of a global society, which are Community, Excellence, Sustainability and Engagement. Each of these have important relevance for Henley's strong engagement with the PRME.

### Teach

At Henley, we continuously develop our programme offerings and curricula to truly integrate responsible management concepts and practices. In alignment with the institutional 'Curriculum Framework' review process, Henley's undergraduate and taught postgraduate programmes have recently been revised with global engagement, sustainability, inclusiveness and self-awareness as underpinning values linking the curriculum and its teaching.

In this report, we demonstrate how our modules are mapped against these, RME and the UN Sustainable Development Goals (SDGs). Within our MBA programmes, we have also enhanced our focus on sustainability by mapping every MBA module against the UN SDGs to ensure that perspectives on sustainability and sustainable approaches are being

embedded. Students are being equipped and inspired to advise their businesses on the most effective way to achieve the SDGs. Sustainability-related perspectives have been built into workshop teaching, with additional relevant content now being embedded within the programme VLE. Our School's wider curriculum therefore spans a wide range of RME-related topics in modules across all levels of programmes — undergraduate, postgraduate, and executive education.

We are particularly proud to be leaders in launching innovative degree programmes that have responsible management education at their core, such as the *MSc in Climate Change, Sustainable Business, and Green Finance*. Additionally, we strive to expand participation in higher education through innovative initiatives such as *Project OLIVIA* and the *Social Enterprise Project*. The latter has been highly commended in the Financial Times (FT) Responsible Business Education Awards 2024 in the category of 'Best responsible teaching resources: innovative materials with a financial sustainability focus.'

## Research

Responsibility, sustainability, and ethics are deeply embedded in our research practices. We have established various channels, mechanisms, and structures to encourage, share, and disseminate RME - and broader - research. These include both formal and informal collaborative knowledge-sharing practices integrated within the framework of our School and University.

The Centre for Business Ethics and Sustainability (CBES) serves as Henley's dedicated research hub for advancing studies on these essential themes. We have organised a great collection of RME related research projects and seminars organised under the research centres, departmental and Henley wide research seminars and the WoWI. Additionally, a range of RME-focused research conferences and seminars allows us to share our insights with the wider research and practitioner community, fostering a collaborative environment for innovation and impact.

## Partner

Engaging people from business, government, civil society and academia through our partnerships represents an important element in fulfilling our ambition of *Always Bringing Business to Life*. This encompasses our activities both in the UK and in other parts of the world, most notably in Africa through our branch campuses in South Africa.

Henley currently has over 150 active partnerships, including teaching and education partnerships, research collaborations, executive education partnerships with corporate clients, and other activities which leverage the close collaboration we have with our extensive alumni community. A number of these partnerships have the advancement of responsible management education and practice at their core, whilst others include specific RME-focussed elements. Across the broad range of partnerships there are numerous examples of “informing”, “dialoguing”, “problem-solving” and “acting”, with formal governance arrangements in place for some relationships.

## Practice

As part of the University of Reading, we are committed to embedding responsible and sustainable practices across our operations to become a leader in global environmental sustainability. A number of detailed policies reflect the values of our institution (Partner, Sustainability, Community) and how they are practiced. The University of Reading has been ranked as the number one university in the UK for sustainability in the 2023/24 People & Planet University League table and has pledged to net zero emissions by 2030. In addition, at Henley we have a clear equity, diversity and inclusion (EDI) strategy centred around students and staff.

## Share

Sharing our successes and failures is essential for continuous improvement and achieving our ambitions and mission. We do not rest on our laurels but instead share and critically reflect on how we can further advance our responsible



management practices. Below we will share our reflections on RME-related goals we set for this reporting period and outline our future ambitions. While we do not yet have a specific and dedicated website where we make publicly available our RME-focussed activity and performance, as highlighted below, it is one of our RME Objectives from 2024-25 to create such a website.

## Reflection on our RME-related goals and future ambitions

In the previous SIP report, submitted in September 2023, we set ourselves ambitious goals to:

1. Continue deepening a culture of EDI at Henley;
2. Advancing sustainability engagement among Henley internal communities;
3. Continue our commitment on the wellbeing of Henley's staff.

For our first goal, we have continued to collect data to better understand our current EDI landscape and have agreed on clear commitments supported by our Senior Leadership Team within the Business School and the University. This data-driven approach allows us to identify areas for improvement and implement targeted strategies to foster a more inclusive environment.

Regarding the second goal, we have undertaken various initiatives to increase engagement in sustainability among Henley staff. We have expanded our participation in UK and Ireland PRME Chapter events and activities, with four Henley faculty members presenting insights and sharing practices with our local network community. Additionally, numerous staff and PhD students have participated in PRME Chapter research conferences, further embedding sustainability in our academic and operational practices.

For the third goal, we have re-launched Henley's Staff Engagement Committee and delivered various events aimed at enhancing staff wellbeing. Internally, Henley's Wellbeing Hive has organised a series of events throughout the last 12 months including a 'Wellbeing Month' of activities in the Autumn, as well as other events with a seasonal focus. It also provides signposts to a range of internal and external resources to support wellbeing.

In addition to activities for internal staff, wellbeing is a focus for external audiences. A number of Henley faculty undertake research in this area and in October 2023, the Henley Centre for Coaching hosted [CoachFest](#), a three-week festival of coaching with a range of online and in-person events for participants to immerse themselves in cutting-edge coaching thinking, research and practice. Each week of the festival had a different theme, one of which was [Coaching for Wellbeing](#), with the other themes being Coaching for Climate Change and Coaching for Diversity & Inclusion.

For the next reporting period, we aim to advance across all PRME principles, with particular emphasis on:

1. Mapping more systematically our research outputs across responsibility and sustainability research fields and themes which capture the breadth and the specialisation according to the different disciplines and research angles, and to share these in the next reporting while we also continue to identify strengths and opportunities for further development;
2. Continuing our work on the Henley EDI strategy, which aims to create an inclusive environment where all staff and students, regardless of race, ethnicity, gender, sexual orientation, ability, age, socio-economic background or any other characteristic, feel valued, supported and empowered to realise their full potential. This work also supports our efforts to retain our Athena SWAN accreditation, the UK gender charter-mark, which is due for re-certification in 2025;
3. Developing on the Henley Business School website a publicly-available webpage that makes visible our RME-focussed activity and performance.

By pursuing these focused objectives, we strive to make significant progress in embedding responsible management education throughout Henley Business School.

Yours sincerely,



Professor Elena Beleska-Spasova  
Dean, Henley Business School

2. Mission, Vision, Strategy or Purpose

## Statement

**Title:** Mission, Vision, Strategy or Purpose

**Description:** Henley's Mission, Vision, Values, Purpose and strategic objectives

**Date:** 03/07/2024

**Language:** English

**Sharing Rights:** Public

**Relevant Stakeholders:**

Various (students, our staff, international partner networks, communities, education, accrediting bodies, PRME etc)

**Purpose:** The Henley name has been synonymous with management education since the 1940s. Its identity today reflects the nature of its predecessor organisations and their underpinning principles: a style of learning based on group-study through the 'syndicate method', a belief that people from all sectors of society and business learn through a collegial interchange of ideas based on their own experience which enables managers from a broad range of organisations to learn from themselves, and its international character which is represented by a global range of partnerships. This identity formed over the last 75 years continues to inform Henley's mission, vision and values. Henley has recently been through a process to refocus its Strategy; as part of that process it has refreshed the wording of its mission, vision and values, although the guiding principles behind these broadly remain the same as the previous versions. Henley's Vision and Ambition is that it is Always Bringing Business to Life and its Mission is that Henley Will: - Develop leadership for a fairer

world; - Inspire and empower individuals; and  
- Make business better.  
Underpinning the Vision, Mission and Strategy are three Values, as statements of what Henley Believes in: - Being Human: We act responsibly, fairly and consider the impact on others and our societies; - Bringing Passion: We energise people with the clarity and excellence of our thinking; - Braving Change: We speak up, disrupt and are proud to be different. These Values are the foundation on which Henley operates and help guide the work of individual faculty and staff. The element of Henley's Mission that 'Henley Will Develop leadership for a fairer world' and the Value that 'We act responsibly, fairly and consider the impact on others and our societies' clearly provide an explicit commitment to ethically and socially responsible behaviour in the management profession.

# Mission, Vision, Strategy or Purpose

## Henley Mission, Vision and Values

The Henley name has been synonymous with management education since the 1940s. Its identity today reflects the nature of its predecessor organisations and their underpinning principles: a style of learning based on group-study through the 'syndicate method', a belief that people from all sectors of society and business learn through a collegial interchange of ideas based on their own experience which enables managers from a broad range of organisations to learn from themselves, and its international character which is represented by a global range of partnerships. This identity formed over the last 75 years continues to inform Henley's mission, vision and values. Henley has recently been through a process to refocus its Strategy; as part of that process it has refreshed the wording of its mission, vision and values, although the guiding principles behind these broadly remain the same as the previous version.

Henley's Vision and Ambition is that it is *Always Bringing Business to Life* and its Mission is that *Henley Will*:

- *Develop leadership for a fairer world;*
- *Inspire and empower individuals; and*
- *Make business better.*

Underpinning the Vision, Mission and Strategy are three Values, as statements of what *Henley Believes in*:

- *Being Human: We act responsibly, fairly and consider the impact on others and our societies;*
- *Bringing Passion: We energise people with the clarity and excellence of our thinking;*
- *Braving Change: We speak up, disrupt and are proud to be different.*

These Values are the foundation on which Henley operates and help guide the work of individual faculty and staff. The element of Henley's Mission that '*Henley Will Develop leadership for a fairer world*' and the Value that '*We act responsibly, fairly and consider the impact on others and our societies*' clearly provide an explicit commitment to ethically and socially responsible behaviour in the management profession.

## Strategic Direction and Objectives

During the course of the 2019-20 academic year, Henley began a process of reconsidering its institutional Strategy, in order to:

- ensure that this continued to align with its strategic position and, at a high level, to review how it was perceived externally;
- tackle current strategic challenges;
- meet the needs of the markets in which it operates; and
- ensure that it aligned to the University's Strategic Plan 2020-2026, provided in the ODR.

Henley's previous Strategy had been approved in 2013; since that time, it has become an even more integrated organisation, is clearer about what it is and what it does, and is confident that it lives up to its Vision, Mission and Strategy. It also believes that its strategic position remains fundamentally unaltered and therefore this activity was a refocussing and refreshing of its Vision, Mission and Strategy, rather than a fundamental rethink which will put in place a new strategic direction. Henley's Strategy is summarised in the following diagram:



Henley's Vision and Ambition, its Mission and its Values are supported by six Strategic Initiatives, through which it is developing and implementing activities and initiatives to enhance its performance:

- **Research:** Research is at the heart of Henley's activities. It is instrumental in leveraging Henley's pedagogical approach as well as nurturing its engagement with practice and the World of Work. Research fundamentally the Strategic Initiatives relating to *The World of Work* and to *Sustainability and Business Ethics* by driving impactful activity in these areas aligned with contemporary business needs and challenges, as well as reflecting Henley's commitment to social and environmental stewardship.

This Strategic Initiative encourages interdisciplinary research that transcends traditional academic boundaries drawing on Henley's unique positioning within the University of Reading and its world-leading academic areas of Climate Change and Environmental Science. It also fosters international collaborative research, particularly through Henley Africa, to enable diverse perspective and insights.

- **Education:** Within Henley, Research and Education are integrated through faculty who co-generate value both by delivering teaching which is informed by research and by leveraging both individual and institutional connections with the world of practice to enhance their teaching and their research. In addition, one of



Henley's most significant differentiating factors is its capacity to design and deliver its teaching and learning through drawing on participants' own professional experience.

- **The World of Work:** Understanding and engaging with developments in the world of work is central to Henley's DNA and Strategy, impacting much of its activity. Through its World of Work Institute, described below, Henley brings together the work undertaken in research, education and practice across the institution which is focussed on the rapidly changing world of work;
- **Learning Innovation and Development:** Building on its longstanding focus on learning innovation, through the Learning Innovation and Development Hub Henley is enhancing programme design, developing new approaches to the creation and delivery of content, and supporting teaching innovation. This Strategic Initiative aims to support links between Research and Education through innovation, advance the student/customer experience, and leverage revenue streams through Learning Design;
- **Sustainability and Business Ethics:** The Sustainability and Business Ethics initiative aims to act as a catalyst for and inspire research, education and operations to enable organisations and people to play an important role in addressing issues of sustainability, so supporting Henley's role to create societal impact and aligning to its Mission to *Develop leadership for a fairer world*;
- **International:** Through the development of a new International Strategy, this Strategic Initiative will provide renewed direction to Henley's International Model, enabling it to draw upon Henley's strong foundations around the world, as well as strengthening an intense and impactful portfolio of international partnerships.

These Strategic Initiatives are themselves underpinned by four Strategic Enablers which encompass HOME, the Henley Operating Model and Environment:

- **People and Equity, Diversity and Inclusion:** Henley's staff are its key stakeholder and a key priority therefore is to attract, develop and retain a diverse community of high-quality academic and professional services staff, supporting them to thrive. This Enabler will empower staff and support Henley's staff engagement, increasing wellbeing and resilience. As part of this, the LIDH will provide staff with better digital capabilities, pedagogical training and accessibility initiatives;
- **Growth and Marketplace:** Henley recognises that its Strategy and future development can only be achieved through appropriate partnership with the University and in alignment with its business model, whereby Henley is able to deliver the financial contribution expected by the University through growth. Supporting this are the Growth and Marketplace Strategic Enablers, which are intrinsically linked. The Growth Enabler focuses in particular on specific areas of Henley's portfolio, as set out below, whilst the Marketplace Enabler focuses on strengthening existing links with the University's Marketing and Global Recruitment and Admissions (GRA) teams, as well as equipping Henley with the best communication, sales and conversion tools;
- **Digital:** Henley is implementing a Digital Strategy which, whilst it draws upon the University's Digital Strategy, encompasses a portfolio of digital initiatives to support and feed into the overall Henley Strategy.

Each of the Strategic Initiatives and Enablers have a number of associated objectives, linked to operational plans. Henley has also developed a set of strategic KPIs to enable it to monitor and assess progress with the implementation of its Strategy.



**1. Does the PRME Signatory Member have a person who is accountable and responsible for RME?**



Yes, the role is formalized in the senior leadership team (e.g., Dean, President, Head of School)

# Accountability and Responsibility within Henley for Responsible Management education

## Impact Purpose

Accountability and Responsibility for Responsible Management Education (RME) at Henley is formalised within its senior leadership team. To support its PRME Sharing Information on Progress reporting, Henley convenes a PRME Team with a membership of colleagues who are particularly active in relevant areas.

## Impact Statement

Accountability and Responsibility for Responsible Management Education (RME) at Henley is formalised within our senior leadership team, which comprises:

- The Dean
- Pro-Dean Academic Resources and Head of Research
- Pro-Dean Education and Student Success
- Director of Operations and Strategic Projects
- Director of Compliance and Governance

As with all other areas of activity within Henley, Professor Elena Beleska-Spasova the Dean of Henley Business School, has formal responsibility for RME with delegated authority given to other members of the senior leadership team as appropriate to their roles, including the areas of:

**Teaching**, overseen by Professor Lucy Newton (Pro-Dean Education and Student Success) working with Dr Jorn Van de Wetering; and

**Research**, overseen by Professor James Walker (Henley Head of Research, as well as Pro-Dean Academic Resources).

In February 2024, Henley established a new post of Director of Compliance and Governance within its senior leadership team and appointed David Stannard to the role. As well as responsibility for a range of governance-related activities within Henley, including leadership of its Triple Accreditation by AMBA, EQUIS and AACSB, this role also has formal responsibility for being Henley’s PRME Lead and this is enshrined in the formal role description. To support its PRME Sharing Information on Progress reporting, Henley convenes a PRME Team with a membership of colleagues who are particularly active in relevant areas:

- David Stannard, Director of Compliance and Governance
- Professor Kleio Akrivou, Director of the Centre for Business Ethics and Sustainability
- Dr Lisa Schopohl, Associate Professor of Finance
- Dr Felipe Morais, Lecturer in Governance
- James Turpin, Head of Rankings and Performance

**Applicable Date Range**  
July 22, 2024 - July 22, 2025

**Owner**  
David Stannard

**Contributors**  
Kleio Akrivou, David Stannard

**Sharing rights**  
Public

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible Management Education

2. Does the PRME Signatory Member have at least one organizational entity (e.g., center, institute, academic department) that is accountable and responsible for RME on behalf of the Signatory?



Yes, the entity is involved in teaching

# Entities accountable and responsible for RME in Teaching

## Impact Purpose

Consideration of social responsibility and responsible management education is pervasive through Henley's programmes and through the delivery of teaching on a wide range of modules which focus on RME, social responsibility and sustainability, and alignment with the UN Sustainable Development Goals.

## Impact Statement

In accordance with its Strategy, its Mission that Henley Will Develop leadership for a fairer world and its Value of Being Human: We act responsibly, fairly and consider the impact on others and our societies, consideration of social responsibility and responsible management education is pervasive through Henley's programmes and through the delivery of a wide range of modules which focus on RME, social responsibility and sustainability, and alignment with the UN Sustainable Development Goals.

Many of these modules are developed and delivered by academic faculty who are members of Henley's [Centre for Business Ethics and Sustainability](#) and/or its [World of Work Institute \(WoWI\)](#). In addition, other entities within Henley lead and deliver teaching that focusses on RME, including:

- the Undergraduate Social Responsibility in Action module which introduces students to the UN's Sustainable Development Goals and requires them to work in groups with local communities to develop sustainable business solutions to specific problems;
- the new MSc in Climate Change, Sustainable Business and Green Finance, delivered by the ICMA Centre in partnership with the University's Department of Meteorology; and
- the two global Immersion Visits embedded within the Global Executive MBA programme. Firstly, as part of the Managing People workshop delivered at Henley's partner in Scandinavia, students are immersed into Nordic sustainability models, including visiting and working on a company. Secondly, through its links in South Africa which are facilitated by Henley Africa, Henley has for many years run a one week Study Visit where students work with and provide free consultancy for local charities and other Not-For-Profit organisations in relatively deprived parts of Cape Town, producing a Management Report which forms the basis of their assessment for the module.

Further detail on Henley's teaching in RME is provided in the SiP Report section on 'Teaching'.

**Applicable Date Range**  
July 24, 2024 - July 24, 2025

**Owner**  
David Stannard

**Contributors**  
David Stannard, Lisa Schopohl

**Sharing rights**  
Public

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible Management Education



Yes, the entity is involved in engaging communities and business

# Entities accountable and responsible for engaging communities and business

## Impact Purpose

Engagement with local and global communities and businesses to advance RME takes place across Henley and involves a range of entities, rather than being focussed in one specific area.

## Impact Statement

Engagement with local and global communities and businesses to advance RME takes place across Henley and involves a range of entities, rather than being focussed in one specific area. This includes:

- the range of research and innovation related activities undertaken by Henley's [Centre for Business Ethics and Sustainability](#) and within the [World of Work Institute](#);
- activities at [Henley Africa](#) which provide a significant catalyst for fostering the responsible and sustainable development of business and society in Africa. In alignment with its Mission to 'build the people, who build the businesses that build Africa', Henley Africa delivers learning and programmes, produces research and champions corporate activism in support of ethics, responsibility and sustainability. It also continuously strives to achieve the goals of the revised Broad-Based Black Economic Empowerment (B-BBEE) Act and Codes of Good Practice;
- support for local businesses through, in particular, the activities of the Henley Centre for Entrepreneurship which has developed close connections with the local Thames Valley SME business community. Drawing on Henley faculty and working in collaboration with key local partners, the Centre delivers a range of [activities for students, alumni and local entrepreneurs](#).

**Applicable Date Range**  
July 24, 2024 - July 24, 2025

**Owner**  
David Stannard

**Sharing rights**  
Public

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible  
Management  
Education



Yes, the entity is involved in research

# Entities accountable and responsible for RME in Research

## Impact Purpose

Henley has a long-standing tradition of research in areas relating to Responsible Management Education, with a particular focus within its Centre for Business Ethics and Sustainability and its World of Work Institute.

## Impact Statement

Henley has a long-standing tradition of research in areas relating to Responsible Management Education, blending both academic theory and applied research activity. The refreshed Henley Strategy reinforces this focus, through its Strategic Initiative on Sustainability and Ethics, where research is a key element. In addition, Henley’s [World of Work Institute \(WoWI\)](#) provides a mechanism to both promote Henley’s work in this area as well as to engage external organisations and individuals with relevant Henley outputs in all three of its core focus areas: AI and Automation, Flexible Work, and Equity, Diversity and Inclusion.

Whilst research into RME cuts across a number of Henley’s research centres, this has a particular focus in the [Centre for Business Ethics and Sustainability](#) (CBES), which has membership drawn from all of Henley’s six academic Departments. CBES’ mission is to promote the research, knowledge, dialogues and practices of ethics and sustainability in business and society, aiming to influence the promotion of sustainable and ethical organisations, and business and management education practices. It also promotes research and teaching innovations which support UN PRME, the UN SDGs and broader research and dialogues. Research in CBES focuses on five themes: Environmental sustainability, Societal/social impact, Economic sustainability, People and culture, and Business ethics and education. A wide range of research outcomes have been produced. Further detail on Henley’s research in RME is provided in the SiP Report section on ‘Research’.

**Applicable Date Range**  
July 24, 2024 - July 24, 2025

**Owner**  
David Stannard

**Contributors**  
Kleio Akrivou, David Stannard

**Sharing rights**  
Public

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible Management Education

3. List the names, positions, and email addresses of all people responsible and accountable for RME at the PRME Signatory Member

<b>Statement</b>	<b>Date:</b> 22/07/2024
<b>Title:</b> List of individuals responsible and accountable for Responsible Management Education	<b>Language:</b> English
<b>Description:</b> List of individuals responsible and accountable for Responsible Management Education	<b>Sharing Rights:</b> PRME Community
	<b>Relevant Stakeholders:</b> Various (students, our staff, international partners and networks, communities, education, accrediting bodies, PRME and its signatories, our alumni etc)
	<b>Purpose:</b> Provides a list of individuals responsible and accountable for Responsible Management Education at Henley Business School

## List of individuals responsible and accountable for Responsible Management Education

Name	Position	Email address
Professor Elena Beleska-Spasova	Dean, Henley Business School	<a href="mailto:e.b.spasova@henley.ac.uk">e.b.spasova@henley.ac.uk</a>
Professor Lucy Newton	Pro-Dean Education & Student Success	<a href="mailto:l.a.newton@henley.ac.uk">l.a.newton@henley.ac.uk</a>
Professor James Walker	Pro-Dean Academic Resources and Director of Research	<a href="mailto:j.t.walker@henley.ac.uk">j.t.walker@henley.ac.uk</a>
Jean-Pierre Choulet	Director of Operations and Strategic Projects	<a href="mailto:j.choulet@henley.ac.uk">j.choulet@henley.ac.uk</a>
David Stannard	Director of Compliance and Governance; PRME Lead	<a href="mailto:david.stannard@henley.ac.uk">david.stannard@henley.ac.uk</a>
Professor Kleio Akrivou	Director of the Centre for Business Ethics and Sustainability; Member, PRME Team	<a href="mailto:k.akrivou@henley.ac.uk">k.akrivou@henley.ac.uk</a>
Dr Lisa Schopohl	Associate Professor of Finance; Member, PRME Team	<a href="mailto:l.schopohl@icmacentre.ac.uk">l.schopohl@icmacentre.ac.uk</a>
Dr Filipe Morais	Lecturer in Governance; Member, PRME Team	<a href="mailto:f.morais@henley.ac.uk">f.morais@henley.ac.uk</a>
James Turpin	Head of Rankings and Performance; Member, PRME Team	<a href="mailto:j.turpin@henley.ac.uk">j.turpin@henley.ac.uk</a>
Dr Jorn Van de Wetering	School Director of Teaching and Learning	<a href="mailto:j.t.vandewetering@henley.ac.uk">j.t.vandewetering@henley.ac.uk</a>



# List of individuals responsible and accountable for Responsible Management Education

## Impact Purpose

A list of individuals responsible and accountable for Responsible Management Education at Henley Business School

## Impact Statement

The list of individuals responsible and accountable for Responsible Management Education at Henley Business School is provided in the attached Object and encompasses Henley's senior leadership team and also the staff within Henley's PRME Team.

**Applicable Date Range**  
July 22, 2024 - July 22, 2025

**Owner**  
David Stannard

**Sharing rights**  
PRME Community

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible  
Management  
Education

1. The PRME Signatory Member involves the following elements of RME in its degree programs. Mark all that apply.



Topics in various courses at the discretion of the professor

### Learning Object

**Title:** Examples of topics in courses - BSc modules

**Description:** The document provides an overview of BSc modules across the business school that cover RME related content.

**Date:** 04/07/2024

**Language:** English

**Sharing Rights:** Public

**Department:** Henley  
Business School

**Learning Object Subject:**  
All Business and  
Management fields  
across the Business  
School

**Educational Level:**  
Undergraduate

**Learning Outcome:**  
Embed RME related  
topics in the  
Undergraduate curriculum

**Interactivity Type:** Diverse  
coverage throughout  
module

**Description:** The  
document provides an  
overview of BSc modules  
across the business  
school that cover RME  
related content.

## BSc Modules covering Sustainability, Ethics and Responsibility

Topics linked to Responsible Management Education, including but not limited to sustainability, business ethics, social responsibility and environmental responsibility, are integral parts of the curriculum for our BSc programmes and feature in general modules as well as specialised module offerings.

The following table presents an overview of key RME-relevant modules across different disciplines and across different levels (Part 1, Part 2, Part 3).

Module title and module code	Level	Module description and aims	Link to key SDGs and broader sustainability and ethics themes
<a href="#"><u>AC109-Introduction to Business</u></a>	UG - Part 1	This module introduces students to different aspects of 'business' and aims to develop academic and professional skills that will be applied at university and in the workplace. The module includes an introduction to the concepts of CSR and ethics and their relevance in the business world.	Overall links to themes of sustainable business and CSR
<a href="#"><u>IC101-Introductory Securities and Markets</u></a>	UG - Part 1	This module introduces students to key concepts in financial markets and banking, as well as to sustainable finance and its important contribution to achieving Net-Zero by 2050. It explores the role of the finance industry in mitigating climate change impact and also covers social issues relevant to corporates and financial companies	Sustainable finance and SDG13
<a href="#"><u>IC105-Ethics in Investment Management</u></a>	UG - Part 1	This module explores the key ethical conflicts encountered by investment professionals as they invest other people's money. It examines how investment management firms' and investment managers' individual and collective decisions affect trading partners, clients, financial markets and civil society stakeholders.	Ethics in Investment and SDG 16, SDG10
<a href="#"><u>MM298-Social Responsibility in Action</u></a>	UG - Part 1	In this module, students will draw on knowledge and experience gained during the course, and to apply it to a contemporary management problem or issue related to the social purpose of the business and the 17 SDGs. The module offers an experiential learning opportunity where students work with local organisations and businesses.	Sustainable Development Goals overall are the focus of this module. SDG 9, SDG 8

<a href="#"><u>IC209-Sustainable Finance</u></a>	UG - Part 2	This module covers the basics of Sustainable Finance, including applications in financing and investment activities. The Environmental, Social and Governance factors are covered, and the relevant policies and international regulations are discussed.	Sustainability overall, ESG
<a href="#"><u>IC210-Environmental Economics</u></a>	UG - Part 2	This module explores the main topics in Climate Science and climate change, including CO2 reduction targets, commitments at national and international level, and their implications for financial decision-making. It explores relevant environmental issues for various sectors within Finance.	SDG13
<a href="#"><u>MM295-Business Ethics 1</u></a>	UG - Part 2	This module examines the ethical issues in business and management, in particular relating to multinationals and global companies. Using both ethical theory and case study analysis, it aims to enable students to analyse ethical issues that corporate decision-makers face in developing policies concerning a variety of stakeholders.	Business and Society; SDG 8; SDG 10; SDG12
<a href="#"><u>RE3SUD-Sustainability and Urban Design</u></a>	UG - Part 3	This module provides an introductory level overview of basic urban design concepts and sustainability principles. It aims to provide students with an introduction to key concepts of, and academic debates and policy challenges surrounding sustainability and sustainable development.	Sustainable Development overall; SDG 11, SDG 10
<a href="#"><u>AC313-Business and Professional Ethics</u></a>	UG - Part 3	This module introduces students to the moral norms of international accounting and financial management, the ethical choices to which they give rise and the resources on which such choices can be based. It aims to equip students with the intellectual foundations for negotiating the moral world that ensues.	Ethics in Accounting and SDG 8
<a href="#"><u>MM359B-Business Ethics for International Management</u></a>	UG - Part 3	This module aims to develop students' awareness and a refined critical understanding of the key approaches and theories of ethics and the understanding of key issues, and dimensions which reflect relationships in business and in society with a focus on ethical complexities in international management.	Business and Society; Sustainability Overall; SDG 8; SDG 10;
<a href="#"><u>MM334-New Directions in Business and Corporate Social Responsibility</u></a>	UG - Part 3	This module examines the role of business in society and the importance of Corporate Social Responsibility (CSR). It aims to develop students' awareness and understanding of contemporary debates and practices of CSR, and to encourage their reflection on the wider role of business in society and global sustainable development	CSR and Business in Society overall, and SDG1, SDG 12, SDG 13

<a href="#"><u>MM379-Social Enterprise</u></a>	UG - Part 3	This is an interactive and practical module aiming to give students a comprehensive introduction to the social enterprise sector. By the end of this module students will be able to understand the role of the social enterprise in society and recognise the impact of various stakeholders on the development, survival, and growth of such organisations.	Business and Society, and SDG9, SDG12, SDG17
--	----------------	---	--

## Learning Object

**Title:** Examples of topics in courses - MSc modules

**Description:**

The document provides an overview of MSc modules across the business school that cover RME related content.

**Date:** 04/07/2024

**Language:** English

**Sharing Rights:** Public

**Department:** Henley  
Business School

**Learning Object Subject:**

All Business and  
Management fields  
across the Business  
School

**Educational Level:**

Postgraduate

**Learning Outcome:**

Embed RME related  
topics in the  
Postgraduate curriculum

**Interactivity Type:** Diverse

coverage throughout  
module

**Description:** The  
document provides an  
overview of MSc modules  
across the business  
school that cover RME  
related content.

# Modules covering Sustainability, Ethics and Responsibility

## MSc Pre-experience programmes

**Table 1: MSc Modules and coverage in the Sustainability, Ethics & Responsibility domain**

MODULE: CODE & TITLE (MSc)	AIMS OF THE MODULE	COVERAGE OF SDGs (overall or specific SDG) or other key sustainability concepts	ETHICS AND RESPONSIBILITY COVERAGE
Sustainability & Real Estate – REMF55 (20 c)	<p>This module focuses on developing a conceptual understanding of sustainable development models and their applications in real estate markets.</p> <p>This module aims to provide insights into the adoption of sustainable development principles in the property industry. Specifically, students will develop a systematic understanding and critical awareness of sustainable development concepts, policy actions, building energy, environmental and social assessment methods, building construction methods and important property sustainability debates and their relevance to a range of stakeholders in the built environment.</p>	<p>SDGs broad coverage</p> <p>SDG 7 (Affordable &amp; Clean Energy: Ensure access to affordable, reliable sustainable &amp; modern energy for all)</p> <p>Tripple Bottom Line</p> <p>Circular economy</p>	<p>ESGs (in real estate life cycles)</p> <p>Business Case for Sustainability</p>

Business & Professional Values – REMF47 (20 c)	The aim of this module is to develop the students' understanding of core business and professional values and to illustrate the relevance of such value sets to professional practice in the real estate and planning sectors.	SDGs broad coverage	Professional & Industry Ethics (Royal Institute of Chartered Surveyors)
Sustainable Urban Design and Site Planning - REMP61 (20 c) (from 2024-25)	<p>This module takes students through the initial stages of preparing a development proposal, from initial site observation and context analysis to proposal development in response to a client brief. The module aims to instil core knowledges for site planning and place-making, including sustainable urban design, integrated with key skills for professional practice, including observation, policy analysis, three-dimensional visualisation and creative synthesis. The module will enable students to develop a strong foundation in the knowledges, skills and attitudes necessary to respond creatively to a client brief, to prepare development proposals that respond to contemporary planning concerns to create well-designed places.</p> <p>By the end of the module, it is expected that students will be able to:</p> <ol style="list-style-type: none"> <li>1. Systematically appraise the qualities of a site and its context using critical awareness derived from advanced scholarship.</li> <li>2. Apply comprehensive urban design knowledges and demonstrate originality in the application of skills to create a development proposal in response to a client brief.</li> </ol>	<p>UNSDGs covered:</p> <p>SDG1, SDG 2, SDG 3, SDG 5, SDG 7, SDG 8, SDG 9, SDG 10, SDG 11, SDG 12, SDG 13, SDG 15</p> <p>Sustainable Urban Design</p> <p>Sustainable Development/ Development Studies</p>	Applied industry simulated project; site used for other module assessments, allowing for deeper exploration of ethics/responsibility.



	<p>3. Demonstrate a comprehensive understanding of the relationship between planning and sustainable urban design by incorporating into a development proposal relevant measures informed by advanced scholarship.</p> <p>4. Demonstrate self-direction and team working to professionally communicate a proposal effectively through drawings and three-dimensional visuals using appropriate software.</p>		
<p>REMP16 (being replaced by REMP61)</p>		<p>UNSDGs covered</p> <p>SDG1, SDG 2, SDG 3, SDG 5, SDG 7, SDG 8, SDG 9, SDG 10, SDG 11, SDG 12, SDG 13, SDG 15</p> <p>(UN SDGs 4, 6, 14, 16, 17, 6 which are NOT covered)</p>	
<p>Accounting For Sustainability – ACM008 (20c)</p>	<p>Students will critically evaluate the relationship between economic events and the information in sustainability reports, and how this affects inferences about the economic activities and position of the firm.</p> <p>Students will discuss the wider social and political implications of sustainability reporting practice, viewing sustainability as a social and institutional practice.</p> <p>Students are encouraged to relate economic events to diverse practices in accounting for</p>	<p>SDGs broad coverage</p> <p>SDG 6: Clean Water &amp; Sanitation</p> <p>Economic Sustainability</p> <p>Reporting for Sustainability</p>	

	sustainability, and to think critically of ongoing controversies and debates.		
Corporate Governance & Ethics – ACM001 (20c)	The module begins with a review of corporate governance theories and the recent development of codes and regulations in the wake of recent corporate scandals and the global financial crisis. A number of specific governance issues are evaluated, including the role of institutional investors, board effectiveness, non-executive directors, executive remuneration, risk management, internal control and transparency. The module adopts an international comparative perspective, evaluating a range of different corporate governance systems in countries around the world. There is also a focus on the evolving concept of holistic governance and the broader context of corporate governance, including the increasing need for stakeholder accountability. Specific topics such as corporate sustainability reporting and assurance, integrated reporting and responsible investment are critically discussed. Illustrations from real-world practice and reference to a wide range of academic research are core elements of this module. The module encourages students to explore how corporate governance and accountability may be enhanced and to consider how a more ethical business environment may be nurtured		Corporate Governance Stakeholder Accountability Ethics & Ethical Regulation /Codes Holistic Governance
Sustainable Investments - ICM2003 (20c)	The aim of the module is to familiarise students with the main strategies employed in sustainable investments and the role that sustainable investment can play in addressing societal challenges such as climate change. Using real-world	SDG broad coverage SDG 13 – Climate Action Sustainable Investment Strategy	ESG

	<p>examples and ESG data, students will learn about the key challenges and opportunities that investors incorporating ESG criteria face. Students will also be introduced to the crucial role of financial regulation and voluntary standards/principles in the sustainable investment space.</p>	<p>Students can choose a SDG as a focus for the assessment to design a sustainable investment strategy</p>	
Climate Change & Risk Management – ICM2001 (20c)	<p>The aim of this module is to identify and assess the potential impacts of climate-related risks on financial institutions and corporations. Effective climate risk measurement and management can help to ensure that companies are better equipped to manage these risks and contribute to a more sustainable and resilient global economy.</p>	<p>SDG broad coverage</p> <p>SDG 13 – Climate Action</p> <p>Sustainable Global Economy</p>	
ICM2002 - Energy, carbon and commodity markets.	<p>This module introduces students to the role that global energy and commodity markets play in the fight against climate change. Students will explore the use and application of different renewable energy technologies and the global interconnections arising from international energy trading and transportation. This module will also cover how companies can quantify the impact of their greenhouse gas emissions in the form of carbon accounting and disclosure and the role that advances in carbon pricing and carbon trading might play in a transition to a net-zero economy.</p> <p>Aims:</p> <p>The module aims to provide students with the ability to (i) understand and explain the workings of</p>	<p>SDGs broad coverage (in the context of carbon markets' offsets designed to cover SDGs)</p> <p>SDG 7: Affordable and Clean Energy</p> <p>SDG 13: Climate Action</p> <p>SDG 2: Zero Hunger.</p>	

	<p>the global energy and commodity markets and their role in the transition to a net-zero economy, (ii)</p> <p>understand the key renewable energy technologies as well as the opportunities and challenges that arise from a transition to such technologies on a broad scale, (iii)</p> <p>be able to apply techniques of carbon accounting to quantify the greenhouse gas emissions of a company and then discuss the role of carbon trading to offset such emissions.</p>		
Climate Change & Sustainable Business and Finance – ICM003 (20c)	<p>The module aims to provide students with the ability to (i) present a well evidenced analysis of the effects and risks of climate change on individuals, governments, businesses, and financial institutions, (ii) apply techniques of climate analytics and business analytics to help understand the complex relationship between climate change, businesses, and financial decisions and (iii) understand the relevant international regulations and agreements around climate change and how these impact individuals, governments, businesses, and financial institutions.</p> <p>The module is ideal for students who would like to know more about the effect of climate change across individuals and institutions and potentially be part of the solution to solving these new business problems.</p>	<p>SDG 7: Affordable and Clean Energy;</p> <p>SDG 13: Climate Action</p> <p>Regulations on Climate: impact individuals, governments, businesses, and financial institutions.</p>	
Ethics in Investment Management – ICM262 (10c, discontinues from 2024-5 year, will be replaced by:	<p>Ethics in Investment Management offers a series of lectures that explore the main ethical conflicts encountered by investment professionals as they invest other people's money. It will examine the</p>	<p>SDG 5: Gender Equality (Achieve Gender Equality &amp; Empower all women and girls)</p>	<p>Professional Ethics (Investment Management)</p> <p>Ethics &amp; Decision-Making (Investment)</p>

<p>ICM515 Ethical Dilemmas in Finance (20 c. MC tbc)</p>	<p>causes and consequences of both ethical and unethical behaviour, giving students the chance to see how individuals' decisions affect a range of stakeholders. Some of the topics covered in this module feature in the CFA ethics syllabus, but this module is not a substitute for the specialist training for the CFA exams.</p> <p>This module prepares students for careers in finance. It is also useful for those considering careers in government or in multilateral organisations.</p> <p>The module encourages the development of critical perspectives on whether and why ethics matter. Students will explore why ethical decision-making in finance matters, given the extent of power that is moderated by global finance.</p> <p>Students will study the effects of financialization, globalisation and privatisation. They will draw upon real world experiences to examine contemporaneous case studies that cover key instances of ethical failure across a range of sectors including the financial sector.</p> <p>Interdisciplinary, international and cross-sector perspectives will inform discussion of the key risk and issues. We will focus on risks that the community is exposed to, when untrammelled power is exerted by a small financial elite and their private and professional networks.</p>	<p>SDG 7: Affordable and Clean Energy</p> <p>SDG 12: Sustainable Consumption &amp; Production (Ensure sustainable consumption and production patterns.)</p> <p>SDG 13: Climate Action</p>	<p>Power &amp; financial Elites</p> <p>Decision Making in Finance</p>
--	--	---	---

	Students will also study how institutional safeguards, state interventions, governance, culture and whistleblowing, can help ensure that power is exercised responsibly, so as to protect stakeholders.		
Governance, Power & Accountability – ICM336 (20c)	The module aims to expose students to key discussions of governance, power and accountability. Students will explore how governance systems are conceived, how requirements vary across jurisdictions and the tools and techniques involved. It will also explore the potential and actual ways in which governance and accountability mechanisms can be upheld or undermined and the impact that failures can have on to a range of stakeholders.	UN SDGs: not featured as a special topic  Broader social sustainability concepts such as social justice are covered. Broader themes covered; not restricted around the green agenda	Governance & Accountability  Governance Failures: Impact on Stakeholders  Social Justice
Sustainability in the business world – ICM614 (20c)	This module aims to give students a thorough understanding of how sustainability goals are shaping the corporate world and how this transformative process is involving a wide range of stakeholders.	SDGs broad coverage  SDG16: Peace Justice & Strong Institutions, also mentioned in business case analysis: business cases  Stakeholder Engagement in Sustainability Goals	
ICM338 – being replaced by:          ICM514 Financial Regulation with FinTech Applications (20 c.)	          ICM514 prepares finance students for careers in risk, compliance, audit, regulation and in government / policy positions. Students explore how power, control and autonomy are moderated by regulation, how	Connections on Sustainability and Democracy	Democracy and social justice          Power and Control in Society  Compliance/Audit/Regulation in finance

	<p>regulators can preserve or undermine the public interest, how regulators can demand and act in the interest of accountability, and how institutional, procedural and cultural safeguards can be created so the public interest is preserved.</p> <p>To do this, students will examine contemporaneous case studies that cover key instances of financial failure, crisis and/or misconduct, and understand the risks the community is exposed to these. Students will also study how safeguards such as whistleblowing processes and regulatory accountability mechanisms, enable the exercise of financial power and regulatory power to be kept in check.</p>		<p>Regulatory accountability mechanisms</p> <p>Financial /regulatory power</p>
<p>Marketing for a better, sustainable world – MMM170 (20c; it used to be MMM146, 10c)</p>	<p>The aim of this module is to understand the two-way link between marketing and sustainability. Specifically, it explores how marketing can be used to encourage more sustainable and responsible consumption and how sustainable marketing approaches can impact organisational performance. By the end of the module, students should be able to understand how private businesses, governments and charitable organisations can use marketing principles and techniques to influence behaviours for social and environmental good; and how to apply these techniques in a real environment.</p>	<p>SDGs broad coverage related to</p> <p>Sustainable Marketing for social and environmental good</p> <p>SDG 3: Good health and wellbeing</p> <p>SDG 12: Sustainable Consumption &amp; Production (Ensure sustainable consumption and production patterns)</p> <p><i>Note: But the student campaigns also relate to 4, 13 and some other SDGs depending</i></p>	

		Wider Sustainability concepts taught in relation with the Marketing subject	
Sustainability & Business Ethics for Responsible Management – MMM171/157 (20c)	<p>Sustainability and Business ethics are key cornerstones to inform responsible management with a positive social and economic impact, being balanced with the economic sustainability of business.</p> <p>They also help personal development for a responsible management practice. This module introduces students to the related theory and practical applications on sustainability, business ethics and responsible management and develops students on how these theories are enabling business leaders, professionals and their organisations to integrate well ethical, humanistic, social and green impact in business and management and purposefully serve the common good, without sacrificing economic responsibility and performance. The module encourages students in personally developing as a responsible professional.</p> <p>By the end of the module, it is expected that students will be able to:</p> <ol style="list-style-type: none"> <li>1. Acquire knowledge based on theory and latest scholarly literature on Sustainability, Business ethics and responsible business management</li> <li>2. Develop Insight into a variety of topics that have an environmental, social and/or economic sustainability dimensions and more broadly ones with a focus on the critical examination of 'ethical' business management</li> </ol>	<p>Un SDGs broadly covered and key SDGs covered:</p> <p>SDG 3: Good health and wellbeing (Ensure healthy lives and support well-being.):lecture and mini case</p> <p>SDG8: Decent Work &amp; Economic Growth (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all): lecture and case study</p> <p>SDG12: Sustainable Consumption &amp; Production (Ensure sustainable consumption and production patterns.): lecture and case study</p> <p>SDG 13 : Climate Action (Managing Business /action to combat climate change and its impacts): lecture</p> <p>SDG17: Partnership for the Goals (Strengthen the means of implementation and</p>	<p>Business Ethics foundations</p> <p>Business Ethics (various approaches in theory &amp; application in business cases)</p> <p>Ethics &amp; Decision Making</p> <p>Human Flourishing</p> <p>Human Dignity</p> <p>Corporate &amp; Social Responsibility &amp; concepts; CSR 2.0, Social Enterprise and Double Helix CSR</p> <p>Institutions for Global Ethics</p> <p>Business Ethics for stakeholders</p> <p>Global Compact</p> <p>Impact for sustainable development (multi-actor and institutions collaboration, shared responsibility and global ethics)</p>



	<p>dimensions, and review, reflect on and apply the theory on different case studies of business and management, with the aim to better internalise and understand the theory and an awareness of ethical and sustainable dimensions of business and management at home and international contexts</p> <p>3. Students should be able to discuss in depth both practical and theoretical issues relating to the responsibility and responsiveness of business to society and ethical decision-making.</p> <p>4. The module encourages student habituation in the personal development relevant to being a responsible professional in business management.</p>	<p>revitalise the Global Partnership for Sustainable Development): lecture</p> <p>SDG16: Peace Justice &amp; Strong Institutions, also mentioned in business case analysis: business cases</p> <p>Sustainability concepts such as Shared Value &amp; Tripple Bottom Line covered</p>	
--	---	--	--

**Table 2 (List of modules organised by the UNSDGs where relevant)**

		<b>SDG DEFINITION</b>	<b>MSc MODULES (where applicable)</b>
<b>SDG1</b>	No poverty	End poverty in all its forms everywhere.	<p>Sustainable Urban Design and Site Planning -</p> <p>REMP61; (from 2024-25 replaces REMP16 covering same SDGs)</p>
<b>SDG2</b>	Zero hunger	End hunger, achieve food security and improved nutrition and promote sustainable agriculture.	<p>ICM2002 - Energy, carbon and commodity markets.</p> <p>Sustainable Urban Design and Site Planning -</p> <p>REMP61; (from 2024-25 replaces REMP16 covering same SDGs)</p>

<b>SDG3</b>	Good health and well-being	Ensure healthy lives and support well-being.	<p>Sustainability &amp; Business Ethics for Responsible Management – MMM171/157 (20c)</p> <p>Marketing for a better, more sustainable world – MMM146 (10c)</p> <p>Sustainable Urban Design and Site Planning -</p> <p>REMP61; (from 2024-25 replaces REMP16 covering same SDGs)</p>
<b>SDG4</b>	Quality education	Ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all.	<p>All our programmes and modules aim to cover SDG4 based on Henley’s mission, purpose, values and strategy (covered in SIP 2 reporting under principles 1-2). Reflects the UoR values, principles and strategy.</p>
<b>SDG5</b>	Gender equality	Achieve gender equality and empower all women and girls.	<p>Ethics in Investment Management – ICM262 (10c)</p> <p>Sustainable Urban Design and Site Planning -</p> <p>REMP61; (from 2024-25 replaces REMP16 covering same SDGs)</p>
<b>SDG6</b>	Clean water and sanitation	Ensure availability and sustainable management of water and sanitation for all.	<p>Accounting For Sustainability – ACM008 (20c)</p>
<b>SDG7</b>	Affordable and clean energy	Ensure access to affordable, reliable, sustainable and modern energy for all.	<p>Sustainability &amp; Real Estate – REMF55 (20c)</p> <p>Ethics in Investment Management – ICM262 (10c)</p> <p>ICM2002 - Energy, carbon and commodity markets.</p> <p>Climate Change &amp; Sustainable Business and Finance – ICM003 (20c)</p>

			<p>Sustainable Urban Design and Site Planning -</p> <p>REMP61; (from 2024-25 replaces REMP16 covering same SDGs)</p>
<b>SDG8</b>	Decent work and economic growth	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.	<p>Sustainability &amp; Business Ethics for Responsible Management – MMM171/157 (20c)</p> <p>Sustainable Urban Design and Site Planning -</p> <p>REMP61; (from 2024-25 replaces REMP16 covering same SDGs)</p>
<b>SDG9</b>	Industry, innovation and infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation	<p>Sustainable Urban Design and Site Planning -</p> <p>REMP61; (from 2024-25 replaces REMP16 covering same SDGs)</p>
<b>SDG10</b>	Reduced inequalities	Reduce inequality within and among countries.	<p>Sustainable Urban Design and Site Planning -</p> <p>REMP61; (from 2024-25 replaces REMP16 covering same SDGs)</p>
<b>SDG11</b>	Sustainable cities and communities	Make cities and human settlements inclusive, safe, resilient and sustainable.	<p>Sustainable Urban Design and Site Planning -</p> <p>REMP61; (from 2024-25 replaces REMP16 covering same SDGs)</p>
<b>SDG12</b>	Responsible consumption and production	Ensure sustainable consumption and production patterns.	<p>Sustainability &amp; Business Ethics for Responsible Management – MMM171/157 (20c)</p> <p>Marketing for a better, more sustainable world – MMM146 (10c)</p> <p>Ethics in Investment Management – ICM262 (10c)</p>

			<p>Sustainable Urban Design and Site Planning -</p> <p>REMP61; (from 2024-25 replaces REMP16 covering same SDGs)</p>
<b>SDG13</b>	Climate action	Take urgent action to combat climate change and its impacts.	<p>Sustainable Investments - ICM2003 (20c)</p> <p>Climate Change &amp; Risk Management – ICM2001 (20c)</p> <p>Climate Change &amp; Sustainable Business and Finance – ICM003 (20c)</p> <p>Ethics in Investment Management – ICM262 (10c)</p> <p>ICM2002 - Energy, carbon and commodity markets.</p> <p>Sustainability &amp; Business Ethics for Responsible Management – MMM171/157 (20c)</p> <p>Sustainable Urban Design and Site Planning -</p> <p>REMP61; (from 2024-25 replaces REMP16 covering same SDGs)</p>
<b>SDG14</b>	Life below water	Conserve and sustainably use the oceans, seas and marine resources for sustainable development.	
<b>SDG15</b>	Life on land	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.	<p>Sustainable Urban Design and Site Planning -</p> <p>REMP61; (from 2024-25 replaces REMP16 covering same SDGs)</p>

<b>SDG16</b>	Peace, justice and strong institutions	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	<p>Sustainability &amp; Business Ethics for Responsible Management – MMM171/157 (20c)</p> <p>Sustainability in the business world – ICM614 (20c)</p>
<b>SDG17</b>	Partnerships for the goals	Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development.	<p>Sustainability &amp; Business Ethics for Responsible Management – MMM171/157 (20c)</p>

## Learning Object

**Title:** Examples of topics in courses - MBA modules

**Description:** The document provides an overview of MBA modules offered at the business school that cover RME related content.

**Date:** 04/07/2024

**Language:** English

**Sharing Rights:** Public

**Department:** Henley  
Business School

**Learning Object Subject:**  
All Business and  
Management fields  
across the Business  
School

**Educational Level:** MBA

**Learning Outcome:**  
Embed RME related  
topics in the MBA  
curriculum

**Interactivity Type:** Diverse  
coverage throughout  
module

**Description:** The  
document provides an  
overview of MBA modules  
offered at the business  
school that cover RME  
related content.



Courses with RME in the course-level learning goals (excluding PhD)

# Modules covering Sustainability, Ethics and Responsibility

## MBA degree programme(s)

Global warming, depletion of the Earth's resources, degradation of eco-systems, and loss of bio-diversity, have accelerated hugely since the 1950s, largely due to human activity. Countries (Governments, business and international communities) need to take bold steps to address these issues. There are huge systems pressures on the world's economies (impacting different countries in different ways): mass urbanisation, population growth, widespread consumerism.

Society is beginning to reach the limit of the finite resources the Earth can supply to meet the demands. We're already borrowing resources from future generations. The UN SDGs are the closest thing that exists to a global set of goals. All 191 UN countries have signed up to try to achieve targets for 2030 (17 Goals and 169 targets). The SDGs take a broad view of sustainability, encompassing human welfare, social and societal goals, as well as specific climate change and environmental goals. Businesses need to actively support these goals, for Governments to have any chance of achieving them.

The broad view of sustainability encompassed by the SDGs (addressing challenges relating to human welfare, social, societal, environment/climate issues) is one that makes sense for our (multi-disciplinary) MBA. This broad view fits with an over-arching understanding of sustainability as being able to meet the needs of all, within the means of the planet (CISL, 2023).

At Henley, we support SDG 4, Quality Education: 'to ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all'. Our MBA programme helps students to understand sustainable health and well-being (SDG3) (through the Personal Development module), and to reflect on their individual goals and purpose, while acknowledging the inter-connectedness of the individual, organisation, industry, economy and environment/nature (related to SDG17, Partnerships for the Goals). Through our experiential, action learning-based programme delivery, we encourage students to be curious, and through active questioning, to approach challenges from fresh perspectives; we aim to equip our students to think differently, as responsible leaders.

## Table 1: MBA - Modules and coverage in the Sustainability, Ethics & Responsibility domain across the MBA programme

Each module focuses on how students can apply their new learning to real-world challenges in their organisations, with a view to having a positive impact on their company's sustainable practices. As such, our aim supports SDG 9, Industry, Innovation and Infrastructure: 'Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation'. Furthermore, depending on the nature of the student's organisation, the student can endeavour to have an impact on any SDGs where the company has either a positive or negative material impact. While all modules may touch upon any of the SDGs, each MBA module covers content that has relevance to some SDGs more than others:

		<b>SDG DEFINITION</b>	<b>MBA MODULE</b>
<b>SDG1</b>	<b>No poverty</b>	<b>End poverty in all its forms everywhere.</b>	
<b>SDG2</b>	<b>Zero hunger</b>	<b>End hunger, achieve food security and improved nutrition and promote sustainable agriculture.</b>	
<b>SDG3</b>	<b>Good health and well-being</b>	<b>Ensure healthy lives and support well-being.</b>	<b>Personal Development (Sustainable health and well-being).</b>  <b>Managing People (New HRM well-being model).</b>
<b>SDG4</b>	<b>Quality education</b>	<b>Ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all.</b>	<b>Across MBA</b>
<b>SDG5</b>	<b>Gender equality</b>	<b>Achieve gender equality and empower all women and girls.</b>	<b>Managing People (Equality).</b>  <b>Leadership &amp; Change (Gender equality and diverse boards).</b>



<b>SDG6</b>	<b>Clean water and sanitation</b>	<b>Ensure availability and sustainable management of water and sanitation for all.</b>	<b>Managing Financial Resources (Sustainable Finance)</b>
<b>SDG7</b>	<b>Affordable and clean energy</b>	<b>Ensure access to affordable, reliable, sustainable and modern energy for all.</b>	<b>Managing Financial Resources (Sustainable Finance)</b>
<b>SDG8</b>	<b>Decent work and economic growth</b>	<b>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.</b>	<b>Managing Financial Resources (Sustainable Finance).</b>  <b>Managing People (Job design, decent work).</b>  <b>Strategy (How to ensure sustainable economic growth?)</b>  <b>Leadership &amp; Change (Decent work, innovation).</b>
<b>SDG9</b>	<b>Industry, innovation and infrastructure</b>	<b>Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation</b>	<b>Managing Processes &amp; Systems (circular economy &amp; sustainable supply chains).</b>  <b>International Business (Innovation for IB).</b>  <b>Strategy (ESG issues in students' contexts; innovation).</b>

			<p><b>Strategic Marketing</b> (sustainability-focused value propositions).</p> <p><b>Leadership &amp; Change</b> (Innovation, diversity, sustainable leadership).</p> <p><b>Management Research Challenge</b> (make an impact on a real-world business challenge).</p>
<b>SDG10</b>	<b>Reduced inequalities</b>	<b>Reduce inequality within and among countries.</b>	<b>Managing People (Equality)</b>
<b>SDG11</b>	<b>Sustainable cities and communities</b>	<b>Make cities and human settlements inclusive, safe, resilient and sustainable.</b>	<b>Reputation &amp; Responsibility</b> (role of business in society).
<b>SDG12</b>	<b>Responsible consumption and production</b>	<b>Ensure sustainable consumption and production patterns.</b>	<b>Strategic Marketing</b> (sustainability-related value propositions, aspirational consumers; Just Clean Meat case study).
<b>SDG13</b>	<b>Climate action</b>	<b>Take urgent action to combat climate change and its impacts.</b>	<p><b>Managing Processes &amp; Systems</b> (circular economy).</p> <p><b>Leadership &amp; Change</b> (Daws on ISO standard for net zero guidelines)</p>
<b>SDG14</b>	<b>Life below water</b>	<b>Conserve and sustainably use the oceans, seas and marine</b>	<b>International Business</b>

		<b>resources for sustainable development.</b>	<b>(International value chains)</b>
<b>SDG15</b>	<b>Life on land</b>	<b>Protect, restore and promote sustainable use of terrestrial eco-systems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.</b>	<b>International Business (International value chains)</b>
<b>SDG16</b>	<b>Peace, justice and strong institutions</b>	<b>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</b>	<b>International Business (International value chains)</b>  <b>Strategy (How will the organisation be sustainable in the future?)</b>  <b>Reputation &amp; Responsibility (role of business in society).</b>  <b>Leadership &amp; Change (Dark side of leadership; building strong institutions).</b>
<b>SDG17</b>	<b>Partnerships for the goals</b>	<b>Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development.</b>	<b>Managing Financial Resources (Sustainable Finance).</b>  <b>International Business (Role of partnerships).</b>

			<p><b>Reputation &amp; Responsibility (NGO partnerships).</b></p> <p><b>Leadership &amp; Change (setting standards across national boundaries).</b></p>
--	--	--	---

**NB: Management Research Challenge:** students can reflect on the SDGs where their organisation has the most material impact (positive or negative), and choose a topic that enables them to positively address a relevant sustainability challenge.

## Summary

The MBA journey provides effective learning on SDGs relating to human welfare (SDG3, SDG4, SDG5): the need to create opportunities for a healthy life, good quality education and gender equality. Students also have the opportunity to engage with SDGs relating to social and societal issues (SDG6, SDG7, SDG8), while the programme equips students with the knowledge and skills to have a positive impact on innovation, industry and infrastructure (SDG9). In addition, students are able to explore the further conditions required for sustainability, expressed in SDG10, SDG11, and SDG12, through their module learning. Students have the opportunity to examine climate, environmental/nature-specific SDGs (SDG13, SDG14, SDG15) through learning related to, for example, business models and international supply and value chains. Module learning also promotes the development of strong, just institutions (SDG16). Moreover, the nature of the programme, with its strong emphasis on the value of diverse networking and peer-to-peer learning, instils an understanding of the value of partnerships (SDG17), so important for the achievement of the SDGs.

## Learning Object

**Title:** Examples of course syllabi with course-level RME learning goals

**Description:** The following table provides examples of modules that include RME in the assessable learning outcomes. For a full list of our RME-related module offering we refer to the overviews provided under the Learning Objects presented under 'Topics in various courses at the discretion of the professor'.

**Date:** 04/07/2024

**Language:** English

**Sharing Rights:** Public

**Department:** Henley Business School

**Learning Object Subject:**  
All Business and Management fields across the Business School

**Educational Level:**  
Undergraduate and Postgraduate

**Learning Outcome:** The assessable learning outcomes to be developed at the module level

**Interactivity Type:** Diverse coverage throughout module

**Description:**  
The following table provides examples of modules that include RME in the assessable learning outcomes. For a full list of our RME-related module offering we refer to the overviews provided under the Learning Objects presented under 'Topics in various courses at the discretion of the professor'.



Specific degree programs with RME in the program-level learning goals and assessment rubrics

## Examples of Courses with RME in the course-level learning goals

The following table provides examples of modules that include RME in the assessable learning outcomes. For a full list of our RME-related module offering we refer to the overviews provided under the Learning Objects presented under 'Topics in various courses at the discretion of the professor'.

Module title and module code	Level	Brief description of course syllabi	RME related Assessable Learning Outcomes
<a href="#"><u>MM298-Social Responsibility in Action</u></a>	UG - Part 1	In this module, students will draw on knowledge and experience gained during the course, and to apply it to a contemporary management problem or issue related to the social purpose of the business and the 17 SDGs. The module offers an experiential learning opportunity where students work with local organisations and businesses.	<p>At the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand social responsibility, including sustainability, diversity and ethical behaviour in the context of approaches to management</li> <li>• Apply their knowledge of business, organisations and management to practice</li> <li>• Apply commercial acumen to real-world business problems</li> <li>• Critically reflect on their performance in the context of society</li> </ul>
<a href="#"><u>IC210-Environmental Economics</u></a>	UG - Part 2	This module explores the main topics in Climate Science and climate change, including CO2 reduction targets, commitments at national and international level, and their implications for financial decision-making. It explores relevant environmental issues for various sectors within Finance.	<p>By the end of the module, it is expected that students will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the basis of and the latest developments in Climate Science and climate change;</li> <li>• explain the impacts of climate change and ways to adopt to and mitigate climate change;</li> <li>• describe the implications of these on decisions made in Finance, such as portfolio management and risk management;</li> <li>• outline the latest national and international regulations; and</li> <li>• evaluate the significance of Climate Change for different sectors of Finance.</li> </ul>

<p><u><b>RE3SUD-Sustainability and Urban Design</b></u></p>	<p>UG - Part 3</p>	<p>This module provides an introductory level overview of basic urban design concepts and sustainability principles. It aims to provide students with an introduction to key concepts of, and academic debates and policy challenges surrounding sustainability and sustainable development.</p>	<p>Upon completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• identify and debate the evolving concepts and principles of sustainability and urban design, and be able to contrast its different viewpoints or ideological motivations;</li> <li>• debate the substance, motives, roles and relevance of sustainable urban design, as an area of research and practice;</li> <li>• appraise the quality and functionality, or value of places, including the introduction to different forms of visualisation;</li> <li>• list and explain the differences between impact assessment tools available in practice for delivering on sustainable urban design outcomes.</li> </ul>
<p><u><b>AC313-Business and Professional Ethics</b></u></p>	<p>UG - Part 3</p>	<p>This module introduces students to the moral norms of international accounting and financial management, the ethical choices to which they give rise and the resources on which such choices can be based. It aims to equip students with the intellectual foundations for negotiating the moral world that ensues.</p>	<p>By the end of the module, it is expected that students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the moral elements of complex business and management situations, and analyse these from a variety of perspectives</li> <li>• Describe and discuss the main schools of philosophical ethics, and evaluate the strengths and limitations of their arguments</li> <li>• Appreciate contemporary debates in relation to the field of business ethics, and the arguments put forward in those debates</li> <li>• Identify and apply the basic principles of ethical reasoning, based on different cultural and philosophical traditions</li> <li>• Construct a reasoned ethical argument for responding in a particular way, including responses to possible criticisms, from both moral and economic perspectives, and research and present their arguments, supported with appropriate academic literature, in the required format.</li> </ul>

<a href="#"><u>MM379-Social Enterprise</u></a>	UG - Part 3	This is an interactive and practical module aiming to give students a comprehensive introduction to the social enterprise sector. By the end of this module students will be able to understand the role of the social enterprise in society and recognise the impact of various stakeholders on the development, survival, and growth of such organisations.	<p>By the end of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the role of the social enterprise in society</li> <li>• Recognise the impact of various stakeholders on the development, survival, and growth of such organisations</li> <li>• Differentiate between social and private enterprises in terms of goals and resources</li> <li>• Develop and conduct a strategic analysis of a social enterprise</li> <li>• Evaluate different measures of performance and impact ascribed to social enterprises</li> </ul>
<a href="#"><u>ICM2003-Sustainable Investments</u></a>	PG	The aim of the module is to familiarise students with the main strategies employed in sustainable investments and the role that sustainable investment can play in addressing societal challenges such as climate change. Using real-world examples and ESG data, students will learn about the key challenges and opportunities that investors incorporating ESG criteria face. Students will also be introduced to the crucial role of financial regulation and voluntary standards/principles in the sustainable investment space.	<p>By the end of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• outline the main sustainable investment strategies</li> <li>• discuss the role of key players in the sustainable investment space</li> <li>• critically evaluate the role of ESG ratings and the quality of ESG data in promoting ESG investment</li> <li>• explain how ESG is incorporated into different asset classes</li> <li>• critically discuss the main challenges and opportunities in sustainable and green investment, including greenwashing</li> <li>• reflect on the role of regulation and voluntary standards in promoting and hindering sustainable and green investment</li> </ul>
<a href="#"><u>ACM001-Corporate Governance &amp; Ethics</u></a>	PG	This module provides students with a critical understanding of contemporary issues in corporate governance and accountability with a focus on the need for, and in some cases, apparent lack of, ethical corporate conduct.	<p>By the end of the module it is expected that students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the key corporate governance and ethics concepts in their economic, political and legal context.</li> <li>• Evaluate the development of corporate governance regulations, codes and</li> </ul>



			<p>practice in the UK and in an international context.</p> <ul style="list-style-type: none"> <li>• Distinguish different theoretical perspectives on corporate governance and understand their assumptions about key factors, motives and control mechanisms.</li> <li>• Comment on current debates on the role of the board of directors, non-executive directors and institutional investors.</li> <li>• Discuss the importance of internal control and risk management systems and the appropriate basis for setting remuneration for top management.</li> <li>• Appreciate the growing importance of stakeholder accountability, corporate responsibility and ethical conduct to the evolution of holistic governance.</li> <li>• Explore the role of sustainability reporting and assurance, integrated reporting and stakeholder engagement as mechanisms of corporate governance and stakeholder accountability.</li> <li>• Analyse the evolving role of institutional investors in enhancing corporate accountability through responsible investment and the consideration of environmental, social and governance factors in investment decision-making.</li> </ul>
<a href="#"><u>REMF55- Sustainability and Real Estate</u></a>	PG	<p>This module focuses on developing a conceptual understanding of sustainable development models and their applications in real estate markets. The focus is on the adoption of sustainability and ESG in the UK property industry throughout real estate life cycles, including how the concept is relevant to and manifests itself at various life cycle stages, i.e. development, design, construction, operation, refurbishment, retrofitting and regeneration. The module also</p>	<p>Upon completion of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an academic and practical understanding of sustainable development concepts and literature and how these relate to the built environment;</li> <li>• demonstrate a critical awareness, knowledge, and understanding of a range of views from real estate market stakeholders on the significance of sustainable development issues in real estate practices, particularly commercial property investors and occupiers;</li> </ul>

		<p>focuses on drivers and barriers for the adoption of sustainable development principles in the property industry, including the business case for sustainability and building resilience.</p>	<ul style="list-style-type: none"> <li>• explain and critique different approaches for assessing sustainability performance of new and existing buildings in the built environment;</li> <li>• identify drivers which facilitate the implementation of sustainable development issues in real estate markets and analyse their importance;</li> <li>• demonstrate a critical awareness, knowledge, and understanding of significant barriers and challenges related to the adoption of sustainability issues in real estate markets, including their relevance.</li> </ul>
--	--	---	--

## Description of degree programs with RME in the program-level learning goals and assessment rubrics

### Impact Purpose

At Henley Business School, we have been developing a portfolio of degree programmes at both the undergraduate and postgraduate level that is specifically focused on RME relevant topics as reflected in the programme learning outcomes and degree-specific assessments.

Below, we will provide details on four such degree programmes including a brief description of the programme and its aims, a presentation of relevant RME-focused programme learning outcomes (PLOs) and an example of an assessment including assessment rubric that is linked to this programme and its PLOs.

### Impact Statement

We showcase four degree programmes, two on the undergraduate level and two on the postgraduate level, that feature RME-related programme learning outcomes and RME-related assessments. In the file below, we offer a brief description of the four programmes and detailed information including the programme learning outcomes and examples of RME-relevant assessments with assessment rubrics.

- BSc Finance (Sustainable Finance)
- BSc Business and Management
- MSc Climate Change, Sustainable Business and Green Finance
- MSc Marketing (Sustainable Marketing)

---

### Specific degree programmes with RME focus

Below we present details on the four degree programmes with RME-related programme learning outcomes and RME-related assessments.

**Applicable Date Range**  
Sept. 25, 2023 - Sept. 20, 2024

#### Owner

Lisa Schopohl

#### Contributors

Lisa Schopohl

#### Sharing rights

PRME Community

#### Language

English

#### Country

United Kingdom

#### Subjects

Business  
Administration,  
Corporate Social  
Responsibility (CSR),  
Finance, Ethical  
Leadership,  
Responsible  
Management  
Education, Social  
Entrepreneurship,  
Sustainable  
Development



The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

## Description of the Signatory Member's pedagogical approach, which involves RME in all degree program design and pedagogical innovations

### Impact Purpose

At Henley Business School, Responsible Management Education (RME) is central to our mission, deeply integrated into our pedagogical approach and curriculum design. By aligning with the University of Reading's commitment to sustainability via its Education for Sustainable Development (ESD), we equip our students with the knowledge and skills to tackle global challenges, empowering them to become ethical leaders who contribute positively to society. Through innovative teaching strategies, collaborations, and a strong focus on ethics, sustainability, and social responsibility throughout our modules and degree programmes, Henley Business School ensures that its graduates are prepared to lead in a rapidly changing world, making a lasting impact on their communities and industries.

### Impact Statement

## Description of Henley's Pedagogical Approach

Responsible Management Education (RME) is at the heart of everything we do at Henley Business School.

Henley Business School is the largest School in the University of Reading, and as such seeks to align its pedagogical approach with that of the wider university. The University's strategy contains the following objective: "Sustainability – managing our resources for today and tomorrow". This focus is reflected in the University of Reading's objectives for Education for Sustainable Development<sup>[1]</sup>:

"Education for sustainable development (ESD) is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations." (The United Nations World Summit, 2005)."

ESD is a central pillar of our approach to delivering quality teaching and learning and has a key role in the design of our programmes, in every subject, including those where traditionally, it has been less explored. We are working together toward the following goals:

1. Our graduates have a strong understanding of the sustainability challenges we all face and how these apply to their subject discipline
2. Graduates are enabled and empowered to become effective in positively contributing to sustainability problem-solving in their lives, professions, and communities
3. We are always looking for ways to maximise opportunities for collaboration between our students, staff and community partners. This helps us to apply insightful and innovative research and projects across our campuses and in our local area to meet the challenges that our world is facing.

Henley's Vision and Ambition, its Mission and its Values (2020-2025) are supported by six Strategic Initiatives, one of which is 'Sustainability and Ethics'. This Strategic Initiative sets out how Henley will achieve leadership for a fairer world. The

**Applicable Date Range**  
Sept. 24, 2023 - Sept. 20, 2024

**Owner**  
Lisa Schopohl

**Contributors**  
Kleio Akrivou, Lisa Schopohl

**Sharing rights**  
PRME Community

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Corporate Social Responsibility (CSR), Responsible Management Education, Sustainable Development

core values of this strategic initiative have been embedded in the School Teaching Enhancement Action Plan (STEAP), which serves as the overall educational vision for Henley and is reviewed on an annual basis. The aim of the Action Plan is to promote and support excellence and innovation in learning, teaching and the student experience at Reading and to maintain academic standards as required as part of our enhancement-led quality assurance process.

The STEAP also contains the following strategic objectives in the Teaching and Learning Strategy for Henley, a 5-year action plan which will be implemented from 2023-2027. Responsible management education is embedded firmly in the strategy, and the following objective has been included which seeks to achieve this:

To cultivate responsible and ethical decision-making skills for students and develop responsible leaders who contribute positively to society.

The following activities are proposed in the action plan to achieve this:

1. Continue to integrate ethics, CSR and sustainable development into the curriculum.
2. Organise guest lectures and workshops on ethics, CSR/ ESG, and sustainability.
3. Incorporate case studies and simulations that promote ethical reasoning.
4. Establish partnerships with ethical business organisations, and NGOs.

The STEAP also contains information on indicators of success which will help to achieve the expected impact around 'Responsible Values' through including what such indicators look like:

1. Development of programmes and modules with focus on ethics and sustainable development, also in line with existing 'Ethics and Sustainability' Working Group.
2. Ethical awareness and behaviour assessment.
3. Industry recognition for producing responsible business graduates.
4. Research or publications on EDI, digital literacy, sustainability/ethics and careers.
5. Alumni engagement in socially responsible activities.

This is achieved across programme design and pedagogical innovations, as well as through embedding RME in both core and optional modules.

While this remains an ongoing focus for continuous improvement, significant progress has already been made. Consideration of social responsibility, along with the associated themes of ethics, responsibility, and sustainability, is now a pervasive element throughout Henley's degree programmes. During this academic year, specific modules on business ethics and sustainability across our degree portfolios have been carefully mapped against the UN SDGs and broader sustainability and ethics themes. The results of this analysis is shared in previous sections of the PRME SIP 2.0 report. In addition, we offer specialist degree programmes focused on ERS. For example, in 2023-24, Henley launched a new MSc in Climate Change, Sustainable Business, and Green Finance, delivered in partnership with the University's Department of Meteorology. This focus is aligned with Henley's Centre for Business Ethics and Sustainability (CBES). CBES has membership drawn from all of Henley's six Departments and its mission is to promote research, knowledge, dialogues and practices of ethics and sustainability in business and society, aiming to influence the promotion of sustainable and ethical organisations, and business and management education practices. It also promotes research

and teaching innovations which support the UN PRME, the UN SDGs and broader research and dialogues. Henley also focuses on this through its EDI strategy which includes as one of its areas of focus an examination of student enrolment, attainment, award and progression gaps by EDI dimensions, with pedagogic interventions monitored to understand impact. Academic staff are supported both through training sessions which are offered by the University of Reading's Centre for Quality Support and Development (CQSD), as well as more bespoke training and working group sessions which are offered through the Business School.

[1] <https://www.reading.ac.uk/essentials/Campus-and-Local-Area/be-sustainability/Education-for-Sustainable-Development>



Guest speakers and showcase events

## Event

**Title:** Examples of showcase events

**Description:** Here we showcase two extra-curricular events - the Social Enterprise Project and the OLIVIA Project - that are linked to responsible management education that exemplify Henley's wider focus on RME related education.

**Date:** 30/07/2024

**Language:** English

**Sharing Rights:** Public

**Event Date Range:** 24/09/2023 - 20/09/2024

**Location:**  
Henley Business School

**Speakers:** Various speakers at different events

**Description:**  
We showcase two extra-curricular events - the Social Enterprise Project and the OLIVIA project - that are linked to responsible management education that exemplify Henley's wider focus on RME related education.



## Examples of RME-related showcase events

Below we showcase two extra-curricular events that are linked to responsible management education that exemplify Henley's wider focus on RME related education.

### Social Enterprise Project

The Social Enterprise Programme 2024, which has been highly commended in the [Financial Times \(FT\) Responsible Business Education Awards 2024](#) in the '[Best responsible teaching resources: innovative materials with a financial sustainability focus](#)' category, is led, designed and delivered by Henley Centre for Entrepreneurship and the Henley Enterprise Lab.

Following the success of the programme's first run in the [2022/23 academic year](#), the programme launched its second iteration by expanding the cohort from 24 to 30 sixth form students (15 girls from the Abbey School and 15 boys from Reading School) and from six to 10 mentors from the University of Reading Entrepreneurship Society.

By providing an education and a collaborative network, the programme aims to empower youth to support local communities in the Reading area. This is done through the principles of people, planet and profit that are key to social enterprises, for the benefit of all stakeholders involved.

Sixth formers participated in a combination of lectures held at Henley Business School (led by Dr Amal Ahmadi, Lecturer in Organisational Behaviour and Programme Academic Lead) and workshops held at the Abbey School (led by Charles Lovibond, the school's Head of Careers and Futures and Head of Business Management).

Topics covered in the workshops included how to establish a business, how to prepare financial plans and how to pitch for funding, with appearances from specialist speakers including Jurek Sikorski, Director of the Henley Enterprise Lab, Anna De Amicis, Lecturer in Management and Media, and numerous external speakers.



At the programme's finale on 7 May 2024, teams of sixth formers competed in pitching their social enterprise ideas and business plans to a panel of judges. Teams received feedback from the panel to help strengthen their ideas and the finale was an opportunity to win awards and funding to deliver sustainable social impact.

The five presenting teams were Blob-able (a card game aimed at involving children in discussions about mental health), Book Nest (a redistribution scheme for textbooks from people that no longer need them to address education inequality and sustainable learning), MindFULL (a journal to help teens navigate the mental health challenges of exam stress), Nutrision (an app to improve the food shopping experience of visually impaired individuals) and reVOLT (a series of recycling bins for batteries and other e-waste). Awards were given out to all teams, with MindFULL receiving £1,000, Blob-able receiving £700, Nutrision receiving £500, Book NEST receiving £400 and reVOLT receiving £200.

The team of student mentors that offered guidance to the sixth formers throughout the programme was led by Ellen Whysall (BSc Business and Management). The other mentors were Sam Hirsch, William Haresceugh (BA Entrepreneurship), Emily McStravick (BA Business and Management), Urvaksh Bagwadia (BSc Finance), Angel Seaman (BSc Business and Management), Rahma Derrar (BSc Consumer Behaviour and Marketing), Viktoriia Chyp (BSc Architecture), Kumar Rohan (MSc Management) and Mostafa Vahedi (PhD in Management - Marketing and Reputation).



Speaking after the Social Enterprise Hub Finale 2024, Dr Amal Ahmadi said:

*"It is incredibly rewarding to witness how passionate students and mentors are about making a difference toward a better future for our communities and planet. Social innovation ideas presented this year showcased the role of youth in developing impactful ideas to drive positive change and tackle some of the most pressing social and environmental challenges of our time."*

Link to feature of the project: <https://www.henley.ac.uk/news/2024/social-enterprise-programme-2024-puts-entrepreneurship-into-practice-for-local-sixth-form-students>



## OLIVIA Project

Project OLIVIA is aimed at promoting participation in higher education, specifically by encouraging young women to pursue business and finance. Project OLIVIA, which stands for Opportunities, Leadership, Inclusion, Voice, Independence, and Ambition, was created by Dr Miriam Marra, Associate Professor of Finance and co-Director of Equity, Diversity, and Inclusion (EDI) at Henley Business School. It focuses on providing female students from local schools with insights into the business and finance world.

The event took place in the third week of June 2024 and saw around 70 female students from five local state schools in Berkshire attend Henley Business School to take part in a day of activities and seminars including:

- An interactive monopoly game introducing the world of finance.
- A behind-the-scenes talk from Dr Nadia Kappou about her previous career as a flow trader.
- A seminar from Dr Melissa Carr on the opportunities available to women in business, including advice on mentoring, networking and building support networks.
- A 'mannequin challenge' with charity [Smart Works](#), putting together an appropriate interview outfit.
- A career-focused activity from University of Reading Career specialists.



The event follows [a successful pilot](#) last year to encourage more young women from local schools into higher education in business and finance.

Dr Miriam Marra said about the event: “Finance is a crucial part of our economy and a field in which women have been making significant contributions for many years. Today a lot of senior people in the field are women: Christine Lagarde, Janet Yellen, Abigail Johnson, Tiina Lee and more. These women have shown that leadership, expertise, and determination can lead to incredible achievements in finance.

Despite these successes, gender bias, lack of representation, and unequal pay are issues that many women encounter. However, there’s a lot of progress being made. Organisations and companies are increasingly recognising the value of gender diversity and are implementing policies to support women’s careers.

“We want to stress to our young guests that this field has plenty of opportunities. Whether becoming a financial analyst, an investment banker, a wealth manager, or starting a fintech company, the possibilities are endless provided an education including subjects like mathematics, economics, and business studies, good networking and seeking out useful mentors while growing up in the field.”

The event was run with help from [Smart Works](#), a charity which helps women get back into work through career coaching and practical support with clothing and toiletries.

Link to feature of the project: <https://www.thamesvalleychamber.co.uk/henley-business-school-tackles-underrepresentation-of-women-in-finance-careers-through-project-olivia-event-for-state-school-girls/>

Link to video summarising the event: <https://www.facebook.com/watch/?v=1728323811036344>

## Event

**Title:** Examples of guest speakers

**Description:**

Across our curriculum, we integrate a variety of RME-related guest lectures from experts across academia, industry and public administration to demonstrate the practical dimensions of the RME-related content that students learn in class and to enable them to work with different institutions on RME-related projects. Here we showcase a selection of modules that feature such guest lectures and outline the relevance of these guest speakers to the module.

**Date:** 30/07/2024

**Language:** English

**Sharing Rights:** PRME  
Community

**Event Date Range:** 24/09/  
2023 - 20/09/2024

**Location:**  
Henley Business School

**Speakers:** Various  
speakers at different  
events

**Description:**  
We showcase a selection  
of modules that feature  
RME-related guest  
lectures from experts  
across academia,  
industry and public  
administration.

## Examples of RME-related guest speakers

Across our curriculum, we integrate a variety of RME-related guest lectures from experts across academia, industry and public administration to demonstrate the practical dimensions of the RME-related content that students learn in class and to enable them to work with different institutions on RME-related projects.

Below we showcase a selection of modules that feature such guest lectures and outline the relevance of these guest speakers to the module.

Module	Description of RME-related guest speakers and their relevance to the module
New Directions in Business and Corporate Social Responsibility (MM334)	<p>The module includes 3 to 4 guest speakers per year that deliver presentations on a variety of different topics related to corporate responsibility. In the academic year 2023/24, the guest speakers comprised:</p> <ul style="list-style-type: none"> <li>- University of Reading's Sustainability Officer, who delivered a talk about environmental sustainability at the University (part of Lecture 4 – The environmental aspect of CSR).</li> <li>- An academic speaker from another UK University with strong expertise in CSR who delivered a workshop on "Career storytelling for the SDGs", including several activities. Students could then send their work for a nation-wide competition (and one of our students won a prize). This guest lecture was part of Lecture 5 – The social aspect of CSR.</li> <li>- A sustainability professional and lawyer, who shared her experience working as a sustainability consultant for private and non-for-profit organisations (as part of Lecture 7 – CSR strategy and implementation).</li> <li>- An academic speaker from another UK University who delivered a lecture on social innovation, based on her experience working/researching with social enterprises and small businesses (as part of Lecture 8 – Social entrepreneurship, social innovation and the BoP).</li> </ul>
Social Responsibility in Action (MM298)	<p>In this module, students draw on knowledge and experience gained during the course and apply it to a contemporary management problem or issue related to the social purpose of the business and the 17 SDGs. The module offers an experiential learning opportunity where students work with local organisations and businesses. The guest speakers covered a variety of topics, including:</p> <ul style="list-style-type: none"> <li>- 'Sustainable Economic Growth &amp; Public and Private Partnerships' delivered by a former Member of Parliament and former Secretary of State for Wales</li> <li>- 'Gen Z's perceptions of companies' Corporate Social Responsibility (CSR) activities' delivered by the founder and CEO of a start-up company that provides a platform to assess firms' sustainability profiles</li> <li>- A talk about a sustainability engagement app to demonstrate how the app makes it fun to adopt habits positive for individuals, the environment and the planet, delivered by a CEO and serial entrepreneur</li> <li>- A talk about Generative AI and its impact on the future of work</li> </ul>

Marketing for a Better, More Sustainable World (MMM146)	<p>As part of the module and its assessment, students work with NGOs to develop an SDG-centred marketing campaign. Hence, collaboration with representatives of these NGOs is an essential element of the module design and delivery.</p> <p>Representatives from the NGOs students work with come to the University campus to deliver an hour session, explaining what they do and what they are trying to achieve with the students' campaign.</p>
Climate Change and Sustainable Business and Finance (ICM1003)	<p>This module is an introduction to the main topics at the intersection of finance, business studies and climate change. The wider impacts of climate change are discussed, as well as the main risks inflicted by climate change on individuals, governments, businesses, and their financial decisions. To further this discussion and introduce students to a variety of different perspectives on the topic, seminars by guest speakers are utilised which include the following:</p> <ul style="list-style-type: none"> <li>- 'Climate Risks 101' by an academic with over 30-years of experience in the bond markets,</li> <li>- 'Powering a Green Future from Aspirations to Reality' by a professor with expert knowledge on the topic</li> <li>- 'A Green Investment and Business Tax Roadmap for the United Kingdom' by a representative from the Confederation of British Industry (CBI)</li> <li>- 'Exploring Climate Financing Opportunities' by representatives from an asset management company</li> <li>- 'Meeting The Paris Agreement NDC Commitments of Ethiopia' by a representative from the World Resources Institute</li> <li>- 'Intersection of ESG and AI' by an academic and expert on the topic</li> <li>- 'Sustainable and Impact Investing' by a representative of a global wealth management company</li> <li>- 'The Climate Action Plan' by a representative of the European Central Bank</li> </ul>
Sustainable Investments (ICM2003)	<p>The module comprises six guest speakers who deliver guest seminars on the topics covered in the weekly lectures. All guest speakers are industry professionals working in various roles and organisations in the sustainable investment industry. The aim of these seminars is for the guest speakers to share the practical, real-world experience of ESG investment and to complement the (theoretical) coverage of the concepts and topics in the lectures. The guest lectures comprised:</p> <ul style="list-style-type: none"> <li>- The Head of Sustainability of an Asset Management company and expert on ESG engagement shared his perspective and insights regarding how ESG engagement is done in practice.</li> <li>- The co-founder and COO of specialist ESG investment advisor and ESG data provider discussed with students how data can be used to design ESG investment strategies and the challenges around measuring 'ESG impact'.</li> <li>- The Head of Quantitative Research and Analysis of a large asset manager gave a seminar on how ESG considerations are adopted in quantitative portfolio strategies and the financial performance of ESG investing.</li> <li>- The Head of ESG Product Strategy and Management at a Financial Product and Data provider talked about the role of regulation in shaping the ESG investment space and the evolution and future developments regarding ESG data and products.</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>- In the last two seminars, the Global Head of Investment Governance and ESG and a ESG research analyst at an Asset Management company shared insights and experiences on how they're integrating climate change and biodiversity considerations into their asset management practice.</li></ul> |
|--|--|

1. The PRME Signatory Member involves the following elements of RME in its research endeavors. Mark all that apply.

☒

 Responsibility-related regular research seminars

<b>Event</b>	<b>Date:</b> 03/07/2024
<b>Title:</b> Examples of responsibility-related regular research seminars	<b>Language:</b> English
<b>Description:</b> Responsibility, Ethics & Sustainability related research seminars and activity	<b>Sharing Rights:</b> PRME Community
	<b>Event Date Range:</b> 09/01/2023 - 15/08/2024
	<b>Location:</b> Henley Business School
	<b>Speakers:</b> Various, across disciplines and department
	<b>Description:</b> Research Seminars and activity - RME related

☒

 Responsibility-related conferences

# Research and PRME Reporting, Q4

Prepared by Professor Kleio Akrivou and Kai Huang, 1 July 2024

## Examples of responsibility-related regular research seminars and workshops

Based on two school-level research centres, World of Work Institute (WoWI) and Centre of the Business Ethics & Sustainability (CBES), and six departments with different research focuses, Henley business school arranged a range of regular research seminars related to responsibility. These are open to all faculty. We provide a brief summary and some more details on a few examples of seminars which include the titles, presenters and dates.

Seminar Title	Presenter	Seminar Series	Date
Flexible working and meeting-free days: sharing best practices for our work	Dr Rita Fontinha, Professor Benjamin Laker and Professor James Walker	World of Work Seminar	1/11/2023
Working Toward Impact	Sascha Valme, Mona Ashok, Emma Street, Sarah Jewell, Vicky Li	World of Work Seminar	
Seeing sustainability within Australia's water sector supply chain: reconciling emergent metis, with technologies championed by 'experts'	Dr Matthew Egan, The University of Sydney Business School, The University of Sydney, Australia	Henley Centre for Accounting Research & Practice (HARP) Seminar	16/10/2023
SMEs at the frontline of just transition	Dr Mohsen Gul, Senior Project Manager, Cambridge Institute for Sustainability Leadership (CISL)	Henley Centre for Accounting Research & Practice (HARP) Seminar	22/11/2023
Corporate Sustainability Reporting Directive through the eyes of accountants: What multi-level pressures explain their attitudes?	Dr Joanna Krasodomska, the Department of Financial Accounting, Krakow University of Economics, Krakow, Poland	Henley Centre for Accounting Research & Practice (HARP) Seminar	8/1/2024



To buy, not to buy, or to buy better, that is the question! How emotions and motivations affect sustainable fashion consumption	Dr Irene Garnelo-Gomez and Dr Anastasiya Saraeva	Marketing & Reputation Department Research Seminar	11/06/2024
Board strategic involvement and ESG-related strategic change: the moderating role of institutional investors	Dr Filipe Morais	Marketing & Reputation Department Research Seminar	14/03/2024
SynthEco: A digital system for analyzing multi-dimensional mechanisms of human behaviour in a multi-layered and dynamic geospatial environment	Dr. Antonia Gieschen, the University of Edinburgh Business School, University of Edinburgh	Informatics Research Centre (IRC) Seminar	30/11/2023
Keep Them out of It! How Information Externalities Affect the Willingness to Sell Personal Data Online	Dr Leonie Gerhards, King's Business School, King's College London	Informatics Research Centre (IRC) Seminar	09/11/2023
Achieving Organizational Inclusion Through the Reconfiguration of Member Prototypes	Dr Felix Danbold, University College London School of Management, University College London	Informatics Research Centre (IRC) Seminar	19/03/2024
Compassionate Leadership - a Positive Force	Kir Bradley, Joe Richardson and Kirstie Papworth	Henley Centre for Leadership Webinars	15/1/2024
Disasters, Narratives, Social Dramas and Social Policy: Towards a New Deal Between Biodiversity, Human Diversity and Technodiversity	Mustafa F. Özbilgin, Brunel Business School, Brunel University London	Leadership, Organisations and Behaviour Research Seminar	25/1/2024
Knowledge Spillover of Innovation – Entrepreneurial Difference?	Professor Maks Belitski	Leadership, Organisations and Behaviour Research Seminar	1/2/2024
How is Spiritual Distress Managed/Overseen: Evidence From End of Life Nurses in the NHS	Professor Vijay Pereira, Department Chair of People and Organizations at NEOMA Business School, France	Leadership, Organisations and Behaviour Research Seminar	22/2/2024
Chinese Investment in Technology-Intensive and Natural Resource-Rich Global Regions and Countries	Dr. Irina Heim	Leadership, Organisations and Behaviour Research Seminar	7/3/2024

Firms As Moral Communities: How ServiceMaster Built And Sustained Its Soul In An Age Of Brutal Markets	Dr Adeyinka Adewale	Leadership, Organisations and Behaviour Research Seminar	21/3/2024
Stakeholder Interaction in Promoting Sustainability: Challenges for Green Building	Dr Faith Hatani, Copenhagen Business School	Leadership, Organisations and Behaviour Research Seminar	18/4/2024
Collective Coopetition and New Market Category Emergence: Lifting All Boats in Colombia's Specialty Coffee Field	Professor Paavo Ritala, School of Business and Management, Lappeenranta-Lahti University of Technology, Finland	Leadership, Organisations and Behaviour Research Seminar	2/5/2024
Bibliometric Analysis of Organizational Wrongdoing in the Context of the UN Sustainable Development Goals: A Review of Progress, Trends, and Opportunities	Dr Irina Heim & Professor Yelena Kalyuzhnova	Leadership, Organisations and Behaviour Research Seminar	Forthcoming Aug. 2024
'Entrepreneurial Ecosystems and Sustainable Development – the 6 Ws (What, How, Why, Where, When, What for)'.	Professor Héctor Rocha, Professor of Business Policy and Entrepreneurship at the Instituto de Altos Estudios Empresariales (IAE) Business School as part of the Universidad Austral, Argentina, and Director of the Center for Sustainable Integral Development. Visiting Faculty at Leadership, Organisations & Behaviour Department  Co-organizer: Professor Maks Belitski, Henley Business School	Leadership, Organisations and Behaviour; Research Seminar Research Seminar & Brown bag	27/6/2024
'Reimagining Management Theory and Practice'.	Prof. Héctor Rocha, Professor of Business Policy and Entrepreneurship at the Instituto de Altos Estudios Empresariales (IAE) Business School as part of the Universidad Austral, Argentina, and Director of the Center for Sustainable Integral Development. Visiting Faculty	Leadership, Organisations and Behaviour; Research Workshop, open to Henley Business School faculty and PhD students	28/6/2024

	at Leadership, Organisations & Behaviour Department  Co-organizer: Professor Kleio Akrivou, Henley Business School		
Digital Personas in the Creator Economy: a Strategic Blend Between Passion and Work	Dr Bernadett Koles, Marketing and Sales Department of Institut d'Économie Scientifique Et de Gestion (IÉSEG) School of Management, Paris, France	Henley Centre for Entrepreneurship Research Seminar	15/2/2024
Shareholderism around the World: Corporate Purpose, Culture and Law	Prof Renee Adams, Saïd Business School, University of Oxford	ICMA Centre Research Seminar	18/10/2023
ESG Lending	Prof. Jongsub Lee, Seoul National University	ICMA Centre Research Seminar	25/10/2023
The Women in Research	Prof Sarah Jewell, Dr Miriam Marra, Prof Giovanni Razzu, and Prof James Walker	Online Workshop by Henley Business School, and  Department of Economics	8/2/2024
Facing the European Crisis: Sustainable Growth, Innovation, and Power in a Shifting Global Economy	Dr Angela Garcia Calvo	Research Seminar, International Business & Strategy	
Enabling technologies, complementary skills and firm adoption of new digital technologies in turbulent times	Dr Fabio Lamberti	Research Seminar, International Business & Strategy	
Green Global Value Chains for Sustainable Regional Development	Dr Oliver Harman	Research Seminar, International Business & Strategy	
Hybrid Horizons: The complex interplay of return-to-office mandates, employee satisfaction, and Productivity across gender and care duties	Dr Charmi Patel	Research Seminar, International Business & Strategy	
Driving Sustainable Transformation: Managerial Influence on Renewable	Dr Mads Emil Wedell-Wedellsborg	Research Seminar, International Business & Strategy	

Investments in Multinational Oil and Gas Firms			
Broadening the Scope of Internalization Theory to Account for Deglobalizing Trends	Dr Christian Luise	Research Seminar, International Business & Strategy	
Production Networks and Innovation in the Semi-periphery: The Transition to Electric Vehicles in South Korea and Spain	Dr Angela Garcia-Calvo	Research Seminar, International Business & Strategy	
Trust, Stewardship & Simplified Planning	Dr. Christopher Maidman	Real Estate and Planning Seminar	18/2/2024
Media Spotlight: Unpacking the Impact of CEO Awards on ESG Dynamics	Dr. Jiarong Li	Real Estate and Planning Seminar	8/5/2024
The governance of thermal (dis)comfort: planning for extreme heat in Mardin, Turkey	Dr. Emma Street	Real Estate and Planning Seminar	15/5/2024

## Examples of responsibility-related conferences evidencing research

The following diverse examples represent some of Henley's conferences, research events and workshops which fit in with the PRME – Henley principles.

### The ICMA Centre Climate and Finance Conference 2024

This forthcoming ICMA Centre's Climate and Finance Conference 2024 will be held in September 2024 and aims to bring together researchers and practitioners to discuss the latest developments in climate and nature finance. The conference invites submissions on a wide range of topics including climate adaptation and resilience, nature finance and biodiversity, extreme weather hazards and finance, transition risk and planning, sustainable investing, carbon pricing and emissions trading. The conference will take place on 20th September 2024 at the ICMA Centre - Henley Business School, University of Reading. It will be a one-day event featuring plenary sessions and a panel discussion.

Full website reference (<https://research.reading.ac.uk/research-blog/event/climate-and-finance-conference-2024/>) and information about this conference will be available in the 2024-5 reporting period.

### The John Madejski Centre for Reputation (JMCR) – 2024 Annual Conference

The John Madejski Centre for Reputation at Henley Business School was founded in 2000 as the first dedicated academic research centre in the field of reputation and relationships.

The JMCR Centre is organising every year a conference aiming to disseminate academic research and real world organisations. The theme of this year's conference of the JMCR is "Building Positive Impact in a Contested World". Participants will hear from a wide range of speakers, who have been hugely successful in their own domains. Each speaker will reflect on lessons learned from their experience, how they have navigated the different expectations

placed upon them and what this could mean for people and organisations seeking to create positive impacts in the world today.

The conference will go behind the scenes to understand how leaders balance the competing needs of stakeholders in both the public and private sectors as well as in the world of sport. Examples include: how a NHS Foundation Trust seeks to deliver positive mental health ; how Capgemini seeks to deliver both commercial and sustainable outcomes; how a South African NGO has built a consensus on how to best support people with Autism and how the internationally renowned athlete, Fatima Whitbread, achieved success balancing the demands of high-performance and media scrutiny against the backdrop of a troubled childhood.

The conference will draw on JMCR research and how this has led to positive impacts beyond academia and will end with a panel discussion, considering lessons learned from these different perspectives for the world today.

The conference's content and speakers fit in with the centre's aims of being a catalyst for positive change, working with, and inspiring business, government and not-for-profit organizations' valuing of reputation and sustainable behaviour and business models alongside communicating on positive impact; and includes a focus on multi stakeholder approaches to building mental health outcomes, lessons from the care system and high-performance sport, attention to neurodiversity and disability in UK and South African contexts, the business case for sustainability among other topics. In this year's conference presenters include Fatima Whitbread- Campaigner and Olympic Athlete, Peter Molyneux, Chair of the Sussex Partnership NHS Foundation Trust, Mdu Dube who is CEO of Autism Western Cape in South Africa and Dr James Robey who is Group Head of Sustainability Capgemini.

## **The John Dunning Centre International Business Conference**

The Dunning Centre for International Business is one of the world's leading research centres in International Business for almost 60 years and home to the so-called "Reading School of International Business". More information is available [here](#).

The Dunning Centre for International Business hosted its [9th IB Reading Conference 2024](#) (12 - 13 April 2024). The theme inquired how to make capitalism and international business landscape more socially inclusive and fair. The theme was: 'Can capitalism ever be inclusive and equitable, and can MNEs really help?'

## **The Henley Centre for Business Ethics and Sustainability (CBES) academic research conference in collaboration with the academic Society for Macintyrean Enquiry (ISME) for its annual Conference (ISME 2024)**

Within its aims to share research and knowledge concerned with the promotion of research and wider impact on business ethics and sustainability, CBES organises an annual conference in synergy with a learned society. Specifically, CBES is hosting the International Society for Macintyrean Enquiry Conference 2024 (ISME 2024 International Conference), and this international conference takes place on 24-26 July 2024. The conference organizers are Professor Kleio Akrivou, University of Reading, Henley Business School and Dr. Matthew Sinnicks, University of Southampton and the theme of this 17th ISME conference focusses on "Ethics, and the role of organizational, political and spiritual leadership in overcoming the conflicts of modernity". More information on this 3-day research academic conference is available via these websites: [ISME 2024 Conference CFP — The International Society for Macintyrean Enquiry](#) and [International Society for Macintyrean... | Henley Business School](#).

This fits in with the aims of the [Centre for Business Ethics and Sustainability \(CBES\)](#). CBES aims to explore how ethical, responsible and sustainable management can play an important role in the common good at various levels of social organisation within and outside the business(es). In doing so, the CBES draws from and expands upon the United Nations' Sustainable Development Goals.

## The Henley Centre for Leadership Community Festival 2024

The Henley Centre for Leadership is a community of scholars and leaders striving to tackle challenging leadership issues, transform leadership and create positive change in organisations, communities and society. We are committed to enhancing the study and practice of leadership by developing leaders, engaging in knowledge exchange and co-creating future-focused strategies. Founded in 2013, the Henley Centre for Leadership honours and advances Henley Business School's strong heritage and reputation as a pioneer in the thinking and practice of leadership and its development.

The Henley Centre for Leadership organised a [Community Festival](#) in June 2024 with a focus on the topic “Leading Sustainably in Stormy Weather” the focus of which brings to the forefront human-centric and purpose-rich leadership, which allows people, businesses, and society to sustainably thrive and perform, whilst facing accelerated demands and performance pressures. This year's festival aims to bring together topics too often addressed in separation and left in silos considering leadership as a multifaceted and integrative capability to address the big questions.

## Examples of PhD level course syllabi with course level RME learning goals

We do not have PRME specific PhD courses but wider PhDs at Henley contain some relevant information:

### PhDs at Henley

With our global reputation for business thinking, we attract some of the most influential academics and practitioners. Our academics are widely published and who are proud to share their wealth of professional knowledge with PhD students.

Our globally recognised expertise span a number of key subject areas in six departments, including:

Business Informatics, Systems & Accounting

Finance and Capital Markets (ICMA Centre)

International Business & Strategy

Leadership, Organisations & Behaviour

Marketing & Reputation

Real Estate & Planning

### PhD and DBA - Equal and Different

From our theory developing PhD programmes to the practically relevant and academically rigorous Henley DBA (Doctor of Business Administration), we provide an outstanding working environment, conducive to the production of first-class research. From our academically rigorous PhD programme to the practically oriented Henley DBA (Doctor of Business Administration), we provide an outstanding working environment, conducive to the production of first-class research. Syllabus of the Henley DBA programme is available upon request.

### Course level RME learning goals

Sustainable development, inequality and the MNE and New frontiers in global value chains have been covered in the module content of MMD006: International Business, Development and Policy.

Research ethics and The publishing ecosystem as well as impact of research have been covered in the module content of ICM116: Understanding Management and Financial Research.



How to deliver a high impact qualitative research has been covered in the learning outcomes of MMD002: Advanced Qualitative Methods.

Introduction to Research Quality; Research Ethics and Integrity has been covered in the module content of MMD013: Introduction to Qualitative Research Methods.

## **Description of research funding specially related to Responsibility**

### **Community-led impact project, British Science Association (BSA) Community Led Research Pilot (CLRP) research impact project (2023-24)**

“Slough Anti-Litter Society” The Slough Anti-Litter Society, born from a vision for a cleaner and greener Slough, encourages residents to clean up, reduce waste, and embrace sustainable practices. Through community litter picks, upcycling fashion events, clothes swaps, and a repair café they are bringing the community together. Working with Professor Keiichi Nakata and Dr Rosa Walling-Wefelmeyer, the society wants to change the community's attitude toward littering, through community organising and digital technology. They are currently developing an app to track litter collected, intending to utilise the data to encourage behaviour change among locals and hold businesses accountable for their environmental impact.

Researchers: Prof Keiichi Nakata (Informatics, Henley Business School), Dr Rosa Walling-Wefelmeyer (Law) & Community leader: Tirza Meinema – Slough Anti-Litter Society”

### **Knowledge Transfer Partnership (KTP) with Waitrose (from 16/2/2024, duration 36 months)**

Its aims are: To enhance environmental and financial farm sustainability by developing a programme of change rooted in Regenerative Agriculture, transforming how food is produced. This will be a crucial response to climate change and biodiversity loss, ultimately enhancing UK food security and planetary health.

Researchers: Prof. Simon Potts (Agriculture); Knowledge Base Supervisor: Prof. Martin Lukac (Agriculture); Support Academic: Prof. Keiichi Nakata (Henley Business School)

### **Research Engagement, Knowledge Exchange and Commercialisation (REKEC) Fund (UoR):**

“Exploring connectivity issues between sustainability related information and financial statements” Investigating the link between climate change and financial reporting in partnership with UKEB! Our project delves into connectivity issues between sustainability-related data and financial statements. From identifying challenges to proposing alignment strategies, we aim to influence the international accounting standard setters to enhance transparency and reporting.

Principal academic investigator (PI): Dr. Ronita Ram, BISA, Henley Business School

### **Natural Environment Research Council (NERC) Constructing a Digital Environment (CDE) Expert Network:**

Lead Faculty: Prof. Keiichi Nakata (Senior Expert), Informatics

### **Research Awards**

A more detailed information object on our research awards is available as a separately attached document. As one examples of research awards for responsibility-related research which are detailed in that separate document is the Robert D Pearce Prize.

The [Professor Robert D Pearce Prize](#) is a student award that recognises the work and research of students focused on supporting innovative ideas in the field of sustainable development. The Prize has been made possible by a fund set up in honour of Professor Roberts legacy as a world-renowned scholar who had a particular interest in the socio-economic field, by an individual close to him.

Robert was a Professor of International Business, and Professor Emeritus of the John H Dunning Centre for International Business, Henley Business School, and Department of Economics, University of Reading, UK - where he inspired and supported many students and colleagues.

Considerations for awards from the prize will be given to those students who demonstrate clear progress in advancing the following themes through their pieces of research work, projects or dissertations:

- International Business and Sustainable Development
- Innovation with focus on Sustainable Development Goals (SDG's)
- Conservation and Ecology

All students enrolled in a programme of study (BSc/BA, PG or PhD), either at Henley Business School or the University of Reading, will be able to apply for an award from the prize fund. There will be one main overall award of £500, awarded for a PhD thesis, along with an additional four extra sums of £200, of which two awards will go to a PG thesis/project and two will go to a BSc/BA thesis/project. Awards will be presented at graduation ceremonies, where appropriate.

## Summary of faulty-wide responsibility-related research or description of what is requested from faculty members

The **World of Work Institute (WoWI)** at Henley aims to offer research related impact projects to help businesses face the future of work by applying innovative research to real workplaces. The WoWI related research podcasts, articles and white papers are summarized [here](#).

WOWI became a School-wide strategic research impact hub in this last year and a narrative of how the WOWI institute evolved was included in our 2023 PRME Report; it showcased the evolution of the World of Work Institute as a platform for ongoing inter-institutional dialogue among academics, employers, industry professionals and alumni.

Research Impact projects are also taking place within the various research centres of the Henley Business School:

A research impact project at the **Centre of the Business Ethics & Sustainability** at Henley aimed to impact and facilitate the Environmental, Social and Governance Adoption and Strategic Integration in Leading Johannesburg Stock Exchange Listed Firms in South Africa. This project has been led by Dr Filipe Morais aiming to strengthen governance (ESG) adoption and strategic integration in multiple South African businesses registered on the Johannesburg Stock Exchange. The project was led in collaboration with Henley Business School Africa and Risk Insights (Pty) Ltd. Two white papers were produced as outcomes of the research:

[\*ESG adoption and strategic integration in leading JSE listed firms: Insights from interviews with executives and board members\*](#) (August 2023)

[\*The state of ESG strategic integration in JSE listed companies\*](#) (January 2024)

CBES has also submitted Henley's fifth [Sharing Information on Progress \(SIP\) Report](#) on the United Nations' Principles of Responsible Management Education, in September 2023. This project was co-led by Dr Lisa Schopohl, Dr Filipe Morais and Professor Kleio Akrivou, and provides qualitative detailed reporting showcasing how henley brought to life the principles of responsible management and ethics (PRME), covering the academic years of 2021/22 and 2022/23. The Report showcases how Henley Business School has taken steps to integrate responsible management education principles into its curriculum, research, partnerships and overall strategy and operations. In summary, the report



highlights progress made against the targets set in the previous PRME report of 2021, most notably aligning key modules with the relevant sustainable development goals and wider sustainability and ethics themes, advancements of PRME principles through international partnerships and other developments.

Another research impact example is from the [Centre for Euro-Asian Studies](#) which has been engaged in a research impact project with the Arts Humanities Research Council (AHRC), University of Reading Impact Acceleration Account (IAA), focussed on "The impact of the COVID-19 pandemic on creative industries: toward sustainable recovery and inclusive growth". PI for this project is Professor Yelena Kalyuzhnova, Director of the Centre and the co-investigator is Dr Olena Khlystova. This project aims "To organize an international policy forum for Kazakh, Turkish, and UK stakeholders to develop more effective policy instruments for the music industry in the post-COVID world."

It involves the organisation of an international policy forum for academics, policymakers, and practitioners in the music industry from the UK, Kazakhstan, and Turkey. The forum aimed to disseminate the research developments on the organizational resilience of creative industries and the social and economic impact on local communities and businesses. This forum aimed to impact policy-making decisions and provided the basis for implementing our main findings in diverse ways. The project delivered the following outcomes: The creation of an international policy forum titled "The impact of the COVID-19 pandemic on the creative industries: Toward Sustainable Recovery and Inclusive Growth" on Oct 23, 2023. The forum was held in Istanbul in partnership with Yeditepe University, Turkey, and the United Nations Economic Commission for Europe (UNECE) in SPECA (The United Nations Special Programme for the Economies of Central Asia) countries. The event had more than 70 international attendees participating both in person and online. This event brought together stakeholders such as music industry representatives, researchers in the field of creative industries, policymakers, and international organization representatives from the UK, Kazakhstan, Kyrgyzstan, Georgia, and Turkey. Members of the Centre for Euro-Asian Studies presented their research on enhancing the organizational resilience of the music industry in SPECA countries. As a result of the event, the CEAS team developed a policy leaflet for local policymakers in Turkey on how to support and enhance the music industry for sustainable development.

The [Henley Centre for Entrepreneurship \(HCfE\)](#) research aims for impact as it focuses on providing managers, corporate partners and students with the means to manage and contribute to the growth of their current and future organisations. The impact of HCfE is global, with several international higher education institutions using HCfE as a template for their own centres for entrepreneurship. Under the British Council's Creative Spark project, HCfE has worked with the British-Kazakh Technical University in Kazakhstan, the Business and Technology University in Georgia, the Corporacion Universidad de la Costa in Colombia and the Kyiv National Economic University in Ukraine. Research has explored the importance of incubators and entrepreneurship ecosystems on the local start-up communities, as well as the implementation of many of HCfE's student initiatives such as the Business Idea and Start-Up Clinic and the IDEAFEST Student Business Idea Competition.

A noteworthy impact project has been Henley Centre for Entrepreneurship Project on [Digital Transformation in Cultural and Creative SMEs](#). This project, which is led by Dr Anlan Chen, promotes the application of digital technologies in art performances and teaching (ADAPT). Further HCfE research related projects have been led in Nigeria's 'Nollywood' film industry, South Africa and China.

Another project by HCfE is in synergy with the ASPECT Network Project on [Entrepreneurship Visa](#). This project involves supporting high impact and inclusive international graduate entrepreneurs with the graduate start-up visa scheme (INT-ENT). It is led by Dr Anlan Chen and Professor Norbert Morawetz.

## Impact Case Studies

The Table overleaf provides a summary of a diverse range of impact research case studies at Henley Business School at this period. These are research projects which are designed to specifically have socio-economic and environmental positive impact.

IMPACT CASE STUDIES - RESEARCH / per Division	Academic Lead and/or Group	Area of Research	Potential for Impact for REF 2028 (High/Medium/Low)	Summary of the impact (bullet points impact 1, impact 2, etc)	SDG's	WoW-I
BISA	Weizi (Vicky) Li	Digital Health - EPSRC Future Blood Testing Network+	High	Improvements to remote blood testing and personalised medicine		yes
BISA	Weizi (Vicky) Li	Digital Health - UKRI Technology Missions Fund "detecting the onset of Inflammatory Arthritis"	High	Improvements in the accuracy and efficacy of the diagnosis and prognosis of Inflammatory Arthritis		yes
BISA	Mona Ashok	Need for transformation in Global supply and value chains Asian Development Bank Institute	Medium to High	1. Research summarises impact of global events (covid-19, geopolitical events, shipping costs and port congestions, and natural disasters) on global supply chains. 2. Research presents the disparity between Global South and Global North with case studies from different sectors. 3. Findings present challenges, threats and opportunities, and drivers for transformation. 4. Presents SIX Policy Recommendations and Implications for the Asia and the Pacific Region		
BISA	Mona Ashok	Performance monitoring and workplace planning system - KTP with ActiveOps	Medium	1. Smart Planning; 2. Smart Skills; 3. AOM Coach		yes
ICMA	Andrew Urquhart	Cryptocurrency regulation	Medium	Informing regulators about the illegal activity on the bitcoin blockchain		
ICMA	Xi Li	Cryptocurrency regulation	Medium	1. After our research, we observed several developments within the industry. Notably, CoinMarketCap, a widely recognized third-party platform for ranking exchanges based on trading volume, underwent a revision of its ranking standards. 2. Our findings have received validation from law enforcement authorities, reinforcing the importance and accuracy of our work. 3. One of our co-authors, Professor Cong, has been invited to conduct workshops on the topic of crypto wash trading. These workshops were organized by esteemed institutions such as the Bank of Canada and the New York State Department of Financial Services 4. receive interviews from media such as barron, bloomberg to talk about the crypto wash trading		yes
IBS	Rita Fontinha, Chris Brewster, Washika, James Walker	Lack of understanding of what works in terms of flexible working and how this impacts productivity, staff wellbeing and staff retention	High	(1) Inform policy making by depicting the heterogeneity of profiles of employees and leaders regarding their preference for different forms of flexible working; (2) Understanding the individual, organisational, social and economic impact of the adoption of work-time reduction measures like the 4 Day Working Week		yes
IBS	Eduardo, Kaz, Cristian, Rajneesh	Practitioner Masterclass - Government policy	Medium	we intend to improve the success of ministries, central banks, chambers of commerce, and investment promotion agencies in creating positive outcomes for development from foreign investment		yes
LOB	Tatiana Rowson (TR)	Ageism in the workplace. Insufficient policies and practices to help people to work for longer. Lack of understanding of multigenerational/ age-diverse workplaces. Promoting healthy workplaces to retain midlife and older workers. (Menopause)	medium/high	1) Media outlets changing the language and themes used to talk about menopause (so it reduces stigma) 2) Organisations apply these ideas to their policies and internal communications as well 3) increasing inclusiveness old midlife and older workers - encouraging retention of mature workers	SG03, SG05, SG08, SG10	yes
LOB	Irina Heim (IH)	The need for the economic diversification and the transition from the natural resources base economy towards green and renewable energy production and more broadly, new sectors of the economy (digital, service)		positive impact on 1) economic growth (additional demand and output across economic sectors, including new ones), 2) job creation (including green jobs) and 3) human welfare (better health conditions, social effects) 4) positive environmental effects	SDG1, SDG7, SDG8, SDG9, SDG10, SDG13, SDG17	
LOB	Yelena Kalyuzhnova & Olena Khlystova	Resilience of the creative industry	High/Medium	In the following research, we engage with the creative industries representatives, academics, and decision makers to investigate the process of the creative industries development in SPECA countries and Turkey. A key takeaway from this research is that there is a need for the development of the organisational resilience for the government and creative industries' stakeholders to collaborate and implement practical policies.	SG401, SSG3, SG4, SG8, SG11	yes
LOB	Loua Khalil	Excellence in End of life care - a participatory research and change project with RBH	High	Improved efficiency and quality of end of life care in RBH by being outcome driven i.e. focussing on activities and interventions directly linked to better end-of-life experience for patients and their families Improved patient/carer satisfaction and performance in the National Audit for End-of-Life Care (NACEL) Increased confidence and satisfaction of staff Ensure practice is evidence based Transfer the knowledge to other trusts.	SG3, 9	yes
M&R	Kevin Money	government communication	High	developed a new tool in 2023 to guide the strategy and evaluation of government communication		
M&R	Andrew Kakabadse and Nadeem Khan	Civeil Service Training	Medium	This potential case study is building on the authors previous impact case study that was submitted in the last REF: Improving Government through better Governance		yes
M&R	Kevin Money and Carola Hillenbrand (Gene, Danie)	South Africa engagement		Long standing partnership with impactful not-for-profit organisation in SA (Quadpara Association, Colleges of Medicine in South Africa setting the medical standards in SA, Rotary Southern Africa) work with these organisations to help them improve their stakeholder relationships, and the impacts they have. For example, it has led Q to have a different engagement model to improve how it supports people who cant use their limbs; Rotary to have better trust and engagement with their members.		
M&R	Rodrigo Perez	Impact of the use of active and assistive living technologies (AAL) among vulnerable consumers and their formal and informal carers.	High	The project involves a strategic collaboration between Reaing Borough Council (RBC) and Henley Business School (HBS). The project will see 600 households in Reading receiving a range of assistive living technologies to improve their independence, increase their overall wellbeing and have a positive impact in their quality of life. HBS will be involved in leading the assessment of the impact of this intervention in the service users, their formal and informal carers.		yes

## Other types of research support for faculty or PhD students

For 2024/25 there are 18 fully-funded scholarships available, across the research areas of the Henley Business School, including 3 scholarships aligned with the World of Work Institute, the Centre for Business Ethics and Sustainability, and Henley Africa.

These scholarships will be awarded based on academic merit and cover tuition fees and provide a three-year stipend (subject to performance) aligned with the UKRI. For reference, the annual UKRI stipend rate in 2023/24 is £18,622.

## Event

**Title:** Examples of responsibility-related conferences

**Description:** RME related research conferences and related impact activity and events

**Date:** 03/07/2024

**Language:** English

**Sharing Rights:** PRME  
Community

**Event Date Range:** 09/01/  
2023 - 15/08/2024

**Location:**  
Henley Business School

**Speakers:** Various, across  
disciplines and  
department

**Description:** RME related  
Research Conferences



Faculty members must report their responsibility-related research publications regularly

# Research and PRME Reporting, Q4

Prepared by Professor Kleio Akrivou and Kai Huang, 1 July 2024

## Examples of responsibility-related regular research seminars and workshops

Based on two school-level research centres, World of Work Institute (WoWI) and Centre of the Business Ethics & Sustainability (CBES), and six departments with different research focuses, Henley business school arranged a range of regular research seminars related to responsibility. These are open to all faculty. We provide a brief summary and some more details on a few examples of seminars which include the titles, presenters and dates.

Seminar Title	Presenter	Seminar Series	Date
Flexible working and meeting-free days: sharing best practices for our work	Dr Rita Fontinha, Professor Benjamin Laker and Professor James Walker	World of Work Seminar	1/11/2023
Working Toward Impact	Sascha Valme, Mona Ashok, Emma Street, Sarah Jewell, Vicky Li	World of Work Seminar	
Seeing sustainability within Australia's water sector supply chain: reconciling emergent metis, with technologies championed by 'experts'	Dr Matthew Egan, The University of Sydney Business School, The University of Sydney, Australia	Henley Centre for Accounting Research & Practice (HARP) Seminar	16/10/2023
SMEs at the frontline of just transition	Dr Mohsen Gul, Senior Project Manager, Cambridge Institute for Sustainability Leadership (CISL)	Henley Centre for Accounting Research & Practice (HARP) Seminar	22/11/2023
Corporate Sustainability Reporting Directive through the eyes of accountants: What multi-level pressures explain their attitudes?	Dr Joanna Krasodomska, the Department of Financial Accounting, Krakow University of Economics, Krakow, Poland	Henley Centre for Accounting Research & Practice (HARP) Seminar	8/1/2024

To buy, not to buy, or to buy better, that is the question! How emotions and motivations affect sustainable fashion consumption	Dr Irene Garnelo-Gomez and Dr Anastasiya Saraeva	Marketing & Reputation Department Research Seminar	11/06/2024
Board strategic involvement and ESG-related strategic change: the moderating role of institutional investors	Dr Filipe Morais	Marketing & Reputation Department Research Seminar	14/03/2024
SynthEco: A digital system for analyzing multi-dimensional mechanisms of human behaviour in a multi-layered and dynamic geospatial environment	Dr. Antonia Gieschen, the University of Edinburgh Business School, University of Edinburgh	Informatics Research Centre (IRC) Seminar	30/11/2023
Keep Them out of It! How Information Externalities Affect the Willingness to Sell Personal Data Online	Dr Leonie Gerhards, King's Business School, King's College London	Informatics Research Centre (IRC) Seminar	09/11/2023
Achieving Organizational Inclusion Through the Reconfiguration of Member Prototypes	Dr Felix Danbold, University College London School of Management, University College London	Informatics Research Centre (IRC) Seminar	19/03/2024
Compassionate Leadership - a Positive Force	Kir Bradley, Joe Richardson and Kirstie Papworth	Henley Centre for Leadership Webinars	15/1/2024
Disasters, Narratives, Social Dramas and Social Policy: Towards a New Deal Between Biodiversity, Human Diversity and Technodiversity	Mustafa F. Özbilgin, Brunel Business School, Brunel University London	Leadership, Organisations and Behaviour Research Seminar	25/1/2024
Knowledge Spillover of Innovation – Entrepreneurial Difference?	Professor Maks Belitski	Leadership, Organisations and Behaviour Research Seminar	1/2/2024
How is Spiritual Distress Managed/Overseen: Evidence From End of Life Nurses in the NHS	Professor Vijay Pereira, Department Chair of People and Organizations at NEOMA Business School, France	Leadership, Organisations and Behaviour Research Seminar	22/2/2024
Chinese Investment in Technology-Intensive and Natural Resource-Rich Global Regions and Countries	Dr. Irina Heim	Leadership, Organisations and Behaviour Research Seminar	7/3/2024

Firms As Moral Communities: How ServiceMaster Built And Sustained Its Soul In An Age Of Brutal Markets	Dr Adeyinka Adewale	Leadership, Organisations and Behaviour Research Seminar	21/3/2024
Stakeholder Interaction in Promoting Sustainability: Challenges for Green Building	Dr Faith Hatani, Copenhagen Business School	Leadership, Organisations and Behaviour Research Seminar	18/4/2024
Collective Coopetition and New Market Category Emergence: Lifting All Boats in Colombia's Specialty Coffee Field	Professor Paavo Ritala, School of Business and Management, Lappeenranta-Lahti University of Technology, Finland	Leadership, Organisations and Behaviour Research Seminar	2/5/2024
Bibliometric Analysis of Organizational Wrongdoing in the Context of the UN Sustainable Development Goals: A Review of Progress, Trends, and Opportunities	Dr Irina Heim & Professor Yelena Kalyuzhnova	Leadership, Organisations and Behaviour Research Seminar	Forthcoming Aug. 2024
'Entrepreneurial Ecosystems and Sustainable Development – the 6 Ws (What, How, Why, Where, When, What for)'.	Professor Héctor Rocha, Professor of Business Policy and Entrepreneurship at the Instituto de Altos Estudios Empresariales (IAE) Business School as part of the Universidad Austral, Argentina, and Director of the Center for Sustainable Integral Development. Visiting Faculty at Leadership, Organisations & Behaviour Department  Co-organizer: Professor Maks Belitski, Henley Business School	Leadership, Organisations and Behaviour; Research Seminar Research Seminar & Brown bag	27/6/2024
'Reimagining Management Theory and Practice'.	Prof. Héctor Rocha, Professor of Business Policy and Entrepreneurship at the Instituto de Altos Estudios Empresariales (IAE) Business School as part of the Universidad Austral, Argentina, and Director of the Center for Sustainable Integral Development. Visiting Faculty	Leadership, Organisations and Behaviour; Research Workshop, open to Henley Business School faculty and PhD students	28/6/2024



	at Leadership, Organisations & Behaviour Department  Co-organizer: Professor Kleio Akrivou, Henley Business School		
Digital Personas in the Creator Economy: a Strategic Blend Between Passion and Work	Dr Bernadett Koles, Marketing and Sales Department of Institut d'Économie Scientifique Et de Gestion (IÉSEG) School of Management, Paris, France	Henley Centre for Entrepreneurship Research Seminar	15/2/2024
Shareholderism around the World: Corporate Purpose, Culture and Law	Prof Renee Adams, Saïd Business School, University of Oxford	ICMA Centre Research Seminar	18/10/2023
ESG Lending	Prof. Jongsub Lee, Seoul National University	ICMA Centre Research Seminar	25/10/2023
The Women in Research	Prof Sarah Jewell, Dr Miriam Marra, Prof Giovanni Razzu, and Prof James Walker	Online Workshop by Henley Business School, and  Department of Economics	8/2/2024
Facing the European Crisis: Sustainable Growth, Innovation, and Power in a Shifting Global Economy	Dr Angela Garcia Calvo	Research Seminar, International Business & Strategy	
Enabling technologies, complementary skills and firm adoption of new digital technologies in turbulent times	Dr Fabio Lamberti	Research Seminar, International Business & Strategy	
Green Global Value Chains for Sustainable Regional Development	Dr Oliver Harman	Research Seminar, International Business & Strategy	
Hybrid Horizons: The complex interplay of return-to-office mandates, employee satisfaction, and Productivity across gender and care duties	Dr Charmi Patel	Research Seminar, International Business & Strategy	
Driving Sustainable Transformation: Managerial Influence on Renewable	Dr Mads Emil Wedell-Wedellsborg	Research Seminar, International Business & Strategy	



Investments in Multinational Oil and Gas Firms			
Broadening the Scope of Internalization Theory to Account for Deglobalizing Trends	Dr Christian Luise	Research Seminar, International Business & Strategy	
Production Networks and Innovation in the Semi-periphery: The Transition to Electric Vehicles in South Korea and Spain	Dr Angela Garcia-Calvo	Research Seminar, International Business & Strategy	
Trust, Stewardship & Simplified Planning	Dr. Christopher Maidman	Real Estate and Planning Seminar	18/2/2024
Media Spotlight: Unpacking the Impact of CEO Awards on ESG Dynamics	Dr. Jiarong Li	Real Estate and Planning Seminar	8/5/2024
The governance of thermal (dis)comfort: planning for extreme heat in Mardin, Turkey	Dr. Emma Street	Real Estate and Planning Seminar	15/5/2024

## Examples of responsibility-related conferences evidencing research

The following diverse examples represent some of Henley's conferences, research events and workshops which fit in with the PRME – Henley principles.

### The ICMA Centre Climate and Finance Conference 2024

This forthcoming ICMA Centre's Climate and Finance Conference 2024 will be held in September 2024 and aims to bring together researchers and practitioners to discuss the latest developments in climate and nature finance. The conference invites submissions on a wide range of topics including climate adaptation and resilience, nature finance and biodiversity, extreme weather hazards and finance, transition risk and planning, sustainable investing, carbon pricing and emissions trading. The conference will take place on 20th September 2024 at the ICMA Centre - Henley Business School, University of Reading. It will be a one-day event featuring plenary sessions and a panel discussion.

Full website reference (<https://research.reading.ac.uk/research-blog/event/climate-and-finance-conference-2024/>) and information about this conference will be available in the 2024-5 reporting period.

### The John Madejski Centre for Reputation (JMCR) – 2024 Annual Conference

The John Madejski Centre for Reputation at Henley Business School was founded in 2000 as the first dedicated academic research centre in the field of reputation and relationships.

The JMCR Centre is organising every year a conference aiming to disseminate academic research and real world organisations. The theme of this year's conference of the JMCR is "Building Positive Impact in a Contested World". Participants will hear from a wide range of speakers, who have been hugely successful in their own domains. Each speaker will reflect on lessons learned from their experience, how they have navigated the different expectations

placed upon them and what this could mean for people and organisations seeking to create positive impacts in the world today.

The conference will go behind the scenes to understand how leaders balance the competing needs of stakeholders in both the public and private sectors as well as in the world of sport. Examples include: how a NHS Foundation Trust seeks to deliver positive mental health ; how Capgemini seeks to deliver both commercial and sustainable outcomes; how a South African NGO has built a consensus on how to best support people with Autism and how the internationally renowned athlete, Fatima Whitbread, achieved success balancing the demands of high-performance and media scrutiny against the backdrop of a troubled childhood.

The conference will draw on JMCR research and how this has led to positive impacts beyond academia and will end with a panel discussion, considering lessons learned from these different perspectives for the world today.

The conference's content and speakers fit in with the centre's aims of being a catalyst for positive change, working with, and inspiring business, government and not-for-profit organizations' valuing of reputation and sustainable behaviour and business models alongside communicating on positive impact; and includes a focus on multi stakeholder approaches to building mental health outcomes, lessons from the care system and high-performance sport, attention to neurodiversity and disability in UK and South African contexts, the business case for sustainability among other topics. In this year's conference presenters include Fatima Whitbread- Campaigner and Olympic Athlete, Peter Molyneux, Chair of the Sussex Partnership NHS Foundation Trust, Mdu Dube who is CEO of Autism Western Cape in South Africa and Dr James Robey who is Group Head of Sustainability Capgemini.

## **The John Dunning Centre International Business Conference**

The Dunning Centre for International Business is one of the world's leading research centres in International Business for almost 60 years and home to the so-called "Reading School of International Business". More information is available [here](#).

The Dunning Centre for International Business hosted its [9th IB Reading Conference 2024](#) (12 - 13 April 2024). The theme inquired how to make capitalism and international business landscape more socially inclusive and fair. The theme was: 'Can capitalism ever be inclusive and equitable, and can MNEs really help?'.

## **The Henley Centre for Business Ethics and Sustainability (CBES) academic research conference in collaboration with the academic Society for Macintyrean Enquiry (ISME) for its annual Conference (ISME 2024)**

Within its aims to share research and knowledge concerned with the promotion of research and wider impact on business ethics and sustainability, CBES organises an annual conference in synergy with a learned society. Specifically, CBES is hosting the International Society for Macintyrean Enquiry Conference 2024 (ISME 2024 International Conference), and this international conference takes place on 24-26 July 2024. The conference organizers are Professor Kleio Akrivou, University of Reading, Henley Business School and Dr. Matthew Sinnicks, University of Southampton and the theme of this 17th ISME conference focusses on "Ethics, and the role of organizational, political and spiritual leadership in overcoming the conflicts of modernity". More information on this 3-day research academic conference is available via these websites: [ISME 2024 Conference CFP — The International Society for Macintyrean Enquiry](#) and [International Society for Macintyrean... | Henley Business School](#).

This fits in with the aims of the [Centre for Business Ethics and Sustainability \(CBES\)](#). CBES aims to explore how ethical, responsible and sustainable management can play an important role in the common good at various levels of social organisation within and outside the business(es). In doing so, the CBES draws from and expands upon the United Nations' Sustainable Development Goals.

## The Henley Centre for Leadership Community Festival 2024

The Henley Centre for Leadership is a community of scholars and leaders striving to tackle challenging leadership issues, transform leadership and create positive change in organisations, communities and society. We are committed to enhancing the study and practice of leadership by developing leaders, engaging in knowledge exchange and co-creating future-focused strategies. Founded in 2013, the Henley Centre for Leadership honours and advances Henley Business School's strong heritage and reputation as a pioneer in the thinking and practice of leadership and its development.

The Henley Centre for Leadership organised a [Community Festival](#) in June 2024 with a focus on the topic “Leading Sustainably in Stormy Weather” the focus of which brings to the forefront human-centric and purpose-rich leadership, which allows people, businesses, and society to sustainably thrive and perform, whilst facing accelerated demands and performance pressures. This year's festival aims to bring together topics too often addressed in separation and left in silos considering leadership as a multifaceted and integrative capability to address the big questions.

## Examples of PhD level course syllabi with course level RME learning goals

We do not have PRME specific PhD courses but wider PhDs at Henley contain some relevant information:

### PhDs at Henley

With our global reputation for business thinking, we attract some of the most influential academics and practitioners. Our academics are widely published and who are proud to share their wealth of professional knowledge with PhD students.

Our globally recognised expertise span a number of key subject areas in six departments, including:

Business Informatics, Systems & Accounting

Finance and Capital Markets (ICMA Centre)

International Business & Strategy

Leadership, Organisations & Behaviour

Marketing & Reputation

Real Estate & Planning

### PhD and DBA - Equal and Different

From our theory developing PhD programmes to the practically relevant and academically rigorous Henley DBA (Doctor of Business Administration), we provide an outstanding working environment, conducive to the production of first-class research. From our academically rigorous PhD programme to the practically oriented Henley DBA (Doctor of Business Administration), we provide an outstanding working environment, conducive to the production of first-class research. Syllabus of the Henley DBA programme is available upon request.

### Course level RME learning goals

Sustainable development, inequality and the MNE and New frontiers in global value chains have been covered in the module content of MMD006: International Business, Development and Policy.

Research ethics and The publishing ecosystem as well as impact of research have been covered in the module content of ICM116: Understanding Management and Financial Research.

How to deliver a high impact qualitative research has been covered in the learning outcomes of MMD002: Advanced Qualitative Methods.

Introduction to Research Quality; Research Ethics and Integrity has been covered in the module content of MMD013: Introduction to Qualitative Research Methods.

## **Description of research funding specially related to Responsibility**

### **Community-led impact project, British Science Association (BSA) Community Led Research Pilot (CLRP) research impact project (2023-24)**

“Slough Anti-Litter Society” The Slough Anti-Litter Society, born from a vision for a cleaner and greener Slough, encourages residents to clean up, reduce waste, and embrace sustainable practices. Through community litter picks, upcycling fashion events, clothes swaps, and a repair café they are bringing the community together. Working with Professor Keiichi Nakata and Dr Rosa Walling-Wefelmeyer, the society wants to change the community's attitude toward littering, through community organising and digital technology. They are currently developing an app to track litter collected, intending to utilise the data to encourage behaviour change among locals and hold businesses accountable for their environmental impact.

Researchers: Prof Keiichi Nakata (Informatics, Henley Business School), Dr Rosa Walling-Wefelmeyer (Law) & Community leader: Tirza Meinema – Slough Anti-Litter Society”

### **Knowledge Transfer Partnership (KTP) with Waitrose (from 16/2/2024, duration 36 months)**

Its aims are: To enhance environmental and financial farm sustainability by developing a programme of change rooted in Regenerative Agriculture, transforming how food is produced. This will be a crucial response to climate change and biodiversity loss, ultimately enhancing UK food security and planetary health.

Researchers: Prof. Simon Potts (Agriculture); Knowledge Base Supervisor: Prof. Martin Lukac (Agriculture); Support Academic: Prof. Keiichi Nakata (Henley Business School)

### **Research Engagement, Knowledge Exchange and Commercialisation (REKEC) Fund (UoR):**

“Exploring connectivity issues between sustainability related information and financial statements” Investigating the link between climate change and financial reporting in partnership with UKEB! Our project delves into connectivity issues between sustainability-related data and financial statements. From identifying challenges to proposing alignment strategies, we aim to influence the international accounting standard setters to enhance transparency and reporting.

Principal academic investigator (PI): Dr. Ronita Ram, BISA, Henley Business School

### **Natural Environment Research Council (NERC) Constructing a Digital Environment (CDE) Expert Network:**

Lead Faculty: Prof. Keiichi Nakata (Senior Expert), Informatics

### **Research Awards**

A more detailed information object on our research awards is available as a separately attached document. As one examples of research awards for responsibility-related research which are detailed in that separate document is the Robert D Pearce Prize.

The [Professor Robert D Pearce Prize](#) is a student award that recognises the work and research of students focused on supporting innovative ideas in the field of sustainable development. The Prize has been made possible by a fund set up in honour of Professor Roberts legacy as a world-renowned scholar who had a particular interest in the socio-economic field, by an individual close to him.

Robert was a Professor of International Business, and Professor Emeritus of the John H Dunning Centre for International Business, Henley Business School, and Department of Economics, University of Reading, UK - where he inspired and supported many students and colleagues.

Considerations for awards from the prize will be given to those students who demonstrate clear progress in advancing the following themes through their pieces of research work, projects or dissertations:

- International Business and Sustainable Development
- Innovation with focus on Sustainable Development Goals (SDG's)
- Conservation and Ecology

All students enrolled in a programme of study (BSc/BA, PG or PhD), either at Henley Business School or the University of Reading, will be able to apply for an award from the prize fund. There will be one main overall award of £500, awarded for a PhD thesis, along with an additional four extra sums of £200, of which two awards will go to a PG thesis/project and two will go to a BSc/BA thesis/project. Awards will be presented at graduation ceremonies, where appropriate.

## Summary of faulty-wide responsibility-related research or description of what is requested from faculty members

The **World of Work Institute (WoWI)** at Henley aims to offer research related impact projects to help businesses face the future of work by applying innovative research to real workplaces. The WoWI related research podcasts, articles and white papers are summarized [here](#).

WOWI became a School-wide strategic research impact hub in this last year and a narrative of how the WOWI institute evolved was included in our 2023 PRME Report; it showcased the evolution of the World of Work Institute as a platform for ongoing inter-institutional dialogue among academics, employers, industry professionals and alumni.

Research Impact projects are also taking place within the various research centres of the Henley Business School:

A research impact project at the **Centre of the Business Ethics & Sustainability** at Henley aimed to impact and facilitate the Environmental, Social and Governance Adoption and Strategic Integration in Leading Johannesburg Stock Exchange Listed Firms in South Africa. This project has been led by Dr Filipe Morais aiming to strengthen governance (ESG) adoption and strategic integration in multiple South African businesses registered on the Johannesburg Stock Exchange. The project was led in collaboration with Henley Business School Africa and Risk Insights (Pty) Ltd. Two white papers were produced as outcomes of the research:

[\*ESG adoption and strategic integration in leading JSE listed firms: Insights from interviews with executives and board members\*](#) (August 2023)

[\*The state of ESG strategic integration in JSE listed companies\*](#) (January 2024)

CBES has also submitted Henley's fifth [Sharing Information on Progress \(SIP\) Report](#) on the United Nations' Principles of Responsible Management Education, in September 2023. This project was co-led by Dr Lisa Schopohl, Dr Filipe Morais and Professor Kleio Akrivou, and provides qualitative detailed reporting showcasing how henley brought to life the principles of responsible management and ethics (PRME), covering the academic years of 2021/22 and 2022/23. The Report showcases how Henley Business School has taken steps to integrate responsible management education principles into its curriculum, research, partnerships and overall strategy and operations. In summary, the report



highlights progress made against the targets set in the previous PRME report of 2021, most notably aligning key modules with the relevant sustainable development goals and wider sustainability and ethics themes, advancements of PRME principles through international partnerships and other developments.

Another research impact example is from the [Centre for Euro-Asian Studies](#) which has been engaged in a research impact project with the Arts Humanities Research Council (AHRC), University of Reading Impact Acceleration Account (IAA), focussed on "The impact of the COVID-19 pandemic on creative industries: toward sustainable recovery and inclusive growth". PI for this project is Professor Yelena Kalyuzhnova, Director of the Centre and the co-investigator is Dr Olena Khlystova. This project aims "To organize an international policy forum for Kazakh, Turkish, and UK stakeholders to develop more effective policy instruments for the music industry in the post-COVID world."

It involves the organisation of an international policy forum for academics, policymakers, and practitioners in the music industry from the UK, Kazakhstan, and Turkey. The forum aimed to disseminate the research developments on the organizational resilience of creative industries and the social and economic impact on local communities and businesses. This forum aimed to impact policy-making decisions and provided the basis for implementing our main findings in diverse ways. The project delivered the following outcomes: The creation of an international policy forum titled "The impact of the COVID-19 pandemic on the creative industries: Toward Sustainable Recovery and Inclusive Growth" on Oct 23, 2023. The forum was held in Istanbul in partnership with Yeditepe University, Turkey, and the United Nations Economic Commission for Europe (UNECE) in SPECA (The United Nations Special Programme for the Economies of Central Asia) countries. The event had more than 70 international attendees participating both in person and online. This event brought together stakeholders such as music industry representatives, researchers in the field of creative industries, policymakers, and international organization representatives from the UK, Kazakhstan, Kyrgyzstan, Georgia, and Turkey. Members of the Centre for Euro-Asian Studies presented their research on enhancing the organizational resilience of the music industry in SPECA countries. As a result of the event, the CEAS team developed a policy leaflet for local policymakers in Turkey on how to support and enhance the music industry for sustainable development.

The [Henley Centre for Entrepreneurship \(HCfE\)](#) research aims for impact as it focuses on providing managers, corporate partners and students with the means to manage and contribute to the growth of their current and future organisations. The impact of HCfE is global, with several international higher education institutions using HCfE as a template for their own centres for entrepreneurship. Under the British Council's Creative Spark project, HCfE has worked with the British-Kazakh Technical University in Kazakhstan, the Business and Technology University in Georgia, the Corporacion Universidad de la Costa in Colombia and the Kyiv National Economic University in Ukraine. Research has explored the importance of incubators and entrepreneurship ecosystems on the local start-up communities, as well as the implementation of many of HCfE's student initiatives such as the Business Idea and Start-Up Clinic and the IDEAFEST Student Business Idea Competition.

A noteworthy impact project has been Henley Centre for Entrepreneurship Project on [Digital Transformation in Cultural and Creative SMEs](#). This project, which is led by Dr Anlan Chen, promotes the application of digital technologies in art performances and teaching (ADAPT). Further HCfE research related projects have been led in Nigeria's 'Nollywood' film industry, South Africa and China.

Another project by HCfE is in synergy with the ASPECT Network Project on [Entrepreneurship Visa](#). This project involves supporting high impact and inclusive international graduate entrepreneurs with the graduate start-up visa scheme (INT-ENT). It is led by Dr Anlan Chen and Professor Norbert Morawetz.

## Impact Case Studies

The Table overleaf provides a summary of a diverse range of impact research case studies at Henley Business School at this period. These are research projects which are designed to specifically have socio-economic and environmental positive impact.

IMPACT CASE STUDIES - RESEARCH / per Division	Academic Lead and/or Group	Area of Research	Potential for Impact for REF 2028 (High/Medium/Low)	Summary of the impact (bullet points impact 1, impact 2, etc)	SDG's	WoW-I
BISA	Weizi (Vicky) Li	Digital Health - EPSRC Future Blood Testing Network+	High	Improvements to remote blood testing and personalised medicine		yes
BISA	Weizi (Vicky) Li	Digital Health - UKRI Technology Missions Fund "detecting the onset of Inflammatory Arthritis"	High	Improvements in the accuracy and efficacy of the diagnosis and prognosis of Inflammatory Arthritis		yes
BISA	Mona Ashok	Need for transformation in Global supply and value chains Asian Development Bank Institute	Medium to High	1. Research summarises impact of global events (covid-19, geopolitical events, shipping costs and port congestions, and natural disasters) on global supply chains. 2. Research presents the disparity between Global South and Global North with case studies from different sectors. 3. Findings present challenges, threats and opportunities, and drivers for transformation. 4. Presents SIX Policy Recommendations and Implications for the Asia and the Pacific Region		
BISA	Mona Ashok	Performance monitoring and workplace planning system - KTP with ActiveOps	Medium	1. Smart Planning; 2. Smart Skills; 3. AOM Coach		yes
ICMA	Andrew Urquhart	Cryptocurrency regulation	Medium	Informing regulators about the illegal activity on the bitcoin blockchain		
ICMA	Xi Li	Cryptocurrency regulation	Medium	1. After our research, we observed several developments within the industry. Notably, CoinMarketCap, a widely recognized third-party platform for ranking exchanges based on trading volume, underwent a revision of its ranking standards. 2. Our findings have received validation from law enforcement authorities, reinforcing the importance and accuracy of our work. 3. One of our co-authors, Professor Cong, has been invited to conduct workshops on the topic of crypto wash trading. These workshops were organized by esteemed institutions such as the Bank of Canada and the New York State Department of Financial Services 4. receive interviews from media such as barron, bloomberg to talk about the crypto wash trading		yes
IBS	Rita Fontinha, Chris Brewster, Washika, James Walker	Lack of understanding of what works in terms of flexible working and how this impacts productivity, staff wellbeing and staff retention	High	(1) Inform policy making by depicting the heterogeneity of profiles of employees and leaders regarding their preference for different forms of flexible working; (2) Understanding the individual, organisational, social and economic impact of the adoption of work-time reduction measures like the 4 Day Working Week		yes
IBS	Eduardo, Kaz, Cristian, Rajneesh	Practitioner Masterclass - Government policy	Medium	we intend to improve the success of ministries, central banks, chambers of commerce, and investment promotion agencies in creating positive outcomes for development from foreign investment		yes
LOB	Tatiana Rowson (TR)	Ageism in the workplace. Insufficient policies and practices to help people to work for longer. Lack of understanding of multigenerational/ age-diverse workplaces. Promoting healthy workplaces to retain midlife and older workers. (Menopause)	medium/high	1) Media outlets changing the language and themes used to talk about menopause (so it reduces stigma) 2) Organisations apply these ideas to their policies and internal communications as well 3) increasing inclusiveness old midlife and older workers - encouraging retention of mature workers	SG03, SG05, SG08, SG10	yes
LOB	Irina Heim (IH)	The need for the economic diversification and the transition from the natural resources base economy towards green and renewable energy production and more broadly, new sectors of the economy (digital, service)		positive impact on 1) economic growth (additional demand and output across economic sectors, including new ones), 2) job creation (including green jobs) and 3) human welfare (better health conditions, social effects) 4) positive environmental effects	SDG1, SDG7, SDG8, SDG9, SDG10, SDG13, SDG17	
LOB	Yelena Kalyuzhnova & Olena Khlystova	Resilience of the creative industry	High/Medium	In the following research, we engage with the creative industries representatives, academics, and decision makers to investigate the process of the creative industries development in SPECA countries and Turkey. A key takeaway from this research is that there is a need for the development of the organisational resilience for the government and creative industries' stakeholders to collaborate and implement practical policies.	SG401, SSG3, SG4, SG8, SG11	yes
LOB	Loua Khalil	Excellence in End of life care - a participatory research and change project with RBH	High	Improved efficiency and quality of end of life care in RBH by being outcome driven i.e. focussing on activities and interventions directly linked to better end-of-life experience for patients and their families Improved patient/carer satisfaction and performance in the National Audit for End-of-Life Care (NACEL) Increased confidence and satisfaction of staff Ensure practice is evidence based Transfer the knowledge to other trusts.	SG3, 9	yes
M&R	Kevin Money	government communication	High	developed a new tool in 2023 to guide the strategy and evaluation of government communication		
M&R	Andrew Kakabadse and Nadeem Khan	Civeil Service Training	Medium	This potential case study is building on the authors previous impact case study that was submitted in the last REF: Improving Government through better Governance		yes
M&R	Kevin Money and Carola Hillenbrand (Gene, Danie)	South Africa engagement		Long standing partnership with impactful not-for-profit organisation in SA (Quadpara Association, Colleges of Medicine in South Africa setting the medical standards in SA, Rotary Southern Africa) work with these organisations to help them improve their stakeholder relationships, and the impacts they have. For example, it has led Q to have a different engagement model to improve how it supports people who cant use their limbs; Rotary to have better trust and engagement with their members.		
M&R	Rodrigo Perez	Impact of the use of active and assistive living technologies (AAL) among vulnerable consumers and their formal and informal carers.	High	The project involves a strategic collaboration between Reaing Borough Council (RBC) and Henley Business School (HBS). The project will see 600 households in Reading receiving a range of assistive living technologies to improve their independence, increase their overall wellbeing and have a positive impact in their quality of life. HBS will be involved in leading the assessment of the impact of this intervention in the service users, their formal and informal carers.		yes

## Other types of research support for faculty or PhD students

For 2024/25 there are 18 fully-funded scholarships available, across the research areas of the Henley Business School, including 3 scholarships aligned with the World of Work Institute, the Centre for Business Ethics and Sustainability, and Henley Africa.

These scholarships will be awarded based on academic merit and cover tuition fees and provide a three-year stipend (subject to performance) aligned with the UKRI. For reference, the annual UKRI stipend rate in 2023/24 is £18,622.



# Description of channels and mechanisms through which RME research is being reported and deposited at Henley

## Impact Purpose

To inform the PRME community on various ways we encourage RME related quality research production and feedback and to describe the channels and mechanisms through which RME research is being reported and deposited at Henley

## Impact Statement

Henley's Values are the foundation on which Henley operates and help guide the work of individual faculty and staff. The element of Henley's Mission that 'Henley Will Develop leadership for a fairer world' and the Value that 'We act responsibly, fairly and consider the impact on others and our societies' clearly provide an explicit commitment to ethically and socially responsible behaviour in the management profession.

The ethos of Henley has ethics, responsibility and sustainability at its very heart and as an explicit part of its Strategy and Values. It therefore recruits, supports and develops its faculty with this as a key element. The main mechanism by which staff development needs are identified, discussed and reviewed and the publications are being reviewed and reported, including the research relating to ethics, responsibility and sustainability and other areas of research related to our core values and purpose. We have in place various channels, mechanisms and structures through which RME (and wider) research is being encouraged, shared, regularly reported, presented and deposited and these include formal and soft-collaborative knowledge sharing practices which are situated within the structure and organisation of our School and University. This aims to enable a regular, relevant, strong and positive research impact.

**Applicable Date Range**  
Oct. 1, 2023 - Aug. 15, 2024

**Owner**  
Kleio Akrivou

**Contributors**  
Kleio Akrivou, David Stannard

**Sharing rights**  
PRME Community

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Corporate Social Responsibility (CSR), Entrepreneurship, Finance, Responsible Management Education, Sustainable Development, Accounting, Business Administration, Environmental Studies

## Responsibility, Ethics and Sustainability- How Henley Faculty Report and share RME related research

### Overview of UK Research Excellence Framework

Faculty members' research production and evaluation is part of the U.K. national context Within the UK, research and development in business-related areas covers both 'academic' and 'applied' research. The key formal indicator of research excellence is, however, derived from the six-yearly [Research Excellence Framework \(REF\)](#) review, in which the quality of academic research carried out by universities in the UK is formally assessed. In the 2021 REF the published outputs of research over the period 1 January 2014 to 31 December 2020 were considered and graded in relation to three key elements:

- (a) the quality of the research outputs (e.g. publications, performances, and exhibitions) submitted;
- (b) the impact of those outputs beyond academia, evidenced by an Impact Statement and a number of Impact Case Studies (achieved during the period 1 August 2013 to 31 July 2020);
- (c) an evaluation of the environment that supports research.

Across the UK higher education sector, universities made submissions to a number of Units of Assessment (UoAs) which did not necessarily correspond exactly to academic structures in each institution. Henley was involved in submissions to two UoAs as follows:

- Business and Management Studies (UoA17), which also included a number of staff from the University's Department of Economics; and

· Architecture, Built Environment and Planning (UoA13), jointly with the University's School of Construction Management and Engineering.

Henley was highly ranked nationally in relation to 'research power', which is derived from the measure of overall quality of the submission multiplied by the full-time equivalent (FTE) number of faculty included; for Architecture, Built Environment and Planning Henley was ranked 6<sup>th</sup> in the UK, whilst for Business and Management Studies it was ranked in the top quartile nationally out of 108 institutions.

#### **[How Henley Business School Faculty members report their responsibility-related research](#)**

**Henley Business School Faculty members report their responsibility-related research publications regularly both in its production and through its peer reviews and publication.**

There are various channels through which this sharing is done.

The academic Departments are the key administrative units through which resources are allocated and faculty are supported in a range of activities, including research, and each has a designated Research Lead. As part of this role, the Departmental Research Leads review staff's progression and receive a summary report on publications' progress, and they encourage staff publications and grant applications. They arrange meetings to discuss Personal Research Plans for Faculty on Research Contracts including these colleagues with a focus on RME research.

For work in progress we have 'Pre-Publication Review of Outputs (PRO) tool' (still in development towards its more mature final stage) that each member of Faculty on a Teaching & Research contract is required to complete. Faculty are required to submit at least one output per annum by the middle of July of each academic year. This is a wider University procedure which involves two stages. In Stage 1, the PRO tool must be filled in after the Personal Research Planning review of each member of Faculty, but before any feedback from the review of a work in progress has been received. During the PRP, typically, the version for PRO review should be the first completed draft. This should allow for useful feedback to Faculty before the formal peer reviews, at a stage where changes (minor or significant) can be made to improve submissions. If you have a co-author within the Department, both of you can nominate the same paper for review. This aims to be a helpful add-on to improve chances for publication. This year, as it is the first formal year of application, the circulation of a draft paper within Faculty's internal network (i.e. the departmental seminars and/or Research centres seminars or conferences) or external research network will serve as the primary mechanism for PRO review and feedback. Faculty may choose their PRO reviewer, and are encouraged to consider an academic with pertinent experience in your research field. The goal is to receive valuable developmental and constructive feedback, enhancing the quality of your work.

In Stage 2, once academic feedback has been received, the second part of the PRO will need to be completed and guidance is provided.

Further to these and in association with the six Departments, research and research presentation is undertaken with both academic and practitioner/policy focuses and is driven through Henley's 14 [research centres](#). In many ways, the research centres act as the 'shop windows' through which Henley's research is presented and they therefore play a key role in the knowledge dissemination side of the research process. Whilst many research centres have a 'home' within one of the Departments, often they are inter-disciplinary in nature with an academic faculty membership that crosses the academic boundaries within both Henley and the wider University, as they seek to facilitate wider research partnerships and collaborations. The research centres span a wide range of activities. Some of the research centres are predominantly focussed on working with an

academic audience, with an emphasis on generating publications for inclusion in high-quality academic journals and other 'academic' outputs, whilst others work more closely with corporates, industry and policy makers. The Henley Centre for Entrepreneurship works closely with SMEs, and both the John Madejski Centre for Reputation (JMCR) and the Henley Forum have worked with UK Government bodies such as the Cabinet Office and HM Revenue and Customs. Other Centres are predominantly focussed on working with an academic audience and others work more closely with practice and with policy makers, Henley is now working on an ongoing basis to align its existing Centres more closely to its strategic focus on research which has impact. All research centres maintain a regular and ad hoc programme of research activities, which includes but is not limited to research seminars, conferences, impact events and impact conferences and workshops and through this process Henley faculty and visiting faculty share their research. Also, there is a Henley-wide research seminar for the same purpose. The faculty members' RME related research is also reported and shared via the broader University, in order to support and foster research activity that cuts across subject boundaries. The University has an interdisciplinary research structure with five broad research theme areas, each of which is led by a University Research Dean. Henley's research is focused on and formally located within the [Prosperity and Resilience theme](#), alongside other University Schools, but with research links to the other four themes. The Research Dean for Prosperity and Resilience is formally a member of faculty in the ICMA Centre and Henley's Director of Research works closely with him and other colleagues in the Theme. The P&R theme organises grant development retreats and there are wider other university grant development retreats which is another avenue for faculty members to report and further develop their research when it is connected to competing for national, European or international level funding. All the RME related research at Henley appears under each Faculty member's own faculty publications profile, and is listed under the key research Centre(s) where this faculty member belongs to. Also, research is being reported and published under our institutional repository, CentAUR, [Welcome to CentAUR - CentAUR \(reading.ac.uk\)](#). It is a searchable electronic archive showcasing our recent research publications and outputs. Members of the public can access bibliographic details and many refereed full text versions free of charge, for personal research or study, in accordance with our End User Agreement. University of Reading and of course Henley Business School staff and RME related researchers may log in to deposit outputs, save searches and view their user profile and all these works are being systematically listed by author, year and division (Faculty, School and Departments).



Research funding specifically related to responsibility

# Description of research awards for responsibility-related research

## Impact Purpose

Henley Business School has a variety of RME bursaries and awards to stimulate research, to stimulate RME and research excellence and innovation and to support certain important values such as diversity and community. Also we offer hardship funding support.

## Impact Statement

Henley Business School has a number of other awards, both as Henley Business School and awards which are specialised such as themed Sustainability Awards for specific degrees. The themed or specialised awards include scholarships, bursaries and hardship funding, we note two for more detail as they fit in well with the Sustainability and the Sustainable Development Goals, such as the Professor Robert E Pearce Prize and other research related awards, impact case studies prizes, and the Henley Women in Leadership Scholarship.

The following summary presents some representative examples of these Awards and scholarships.

---

## Awards and Prizes

Research Awards and PRME related Prizes  
Evidence for the PRME Report, Object for  
Research awards for responsibility-related research  
dimension 4.0 Research

Prepared by Kleio Akrivou, 19 June 2024

## Responsibility, Ethics and Sustainability related Awards and Prizes

Henley Business School has a number of other awards, both as Henley Business School and awards which are specialised such as themed Sustainability Awards for specific degrees. The themed or specialised awards include scholarships, bursaries and hardship funding, we note two for more detail as they fit in well with the Sustainability and the Sustainable Development Goals, such as the Professor Robert E Pearce Prize and other research related awards, impact case studies prizes, and the Henley Women in Leadership Scholarship.

The following summary presents some representative examples of these Awards and scholarships.

### The Robert D Pearce Prize

The [Professor Robert D Pearce Prize \(reading.ac.uk\)](https://reading.ac.uk) is a student award that recognises the work and research of students focused on supporting innovative ideas in the field of sustainable development.

The Prize is sponsored by a fund set up by an individual close to the late Professor Robert D Pearce, in honour of his legacy as a world-renowned scholar who had a particular interest in the socio- economic field. Professor Pearce was a Professor of International Business Emeritus of the John H Dunning Centre for International Business, Henley Business School, and Department of Economics, University of Reading, UK - where he inspired and supported many students and colleagues.

Considerations for awards from the prize will be given to those students who demonstrate clear progress in advancing the following themes through their pieces of research work, projects or dissertations.

· International Business and Sustainable Development

**Applicable Date Range**  
Oct. 1, 2023 - July 31, 2024

**Owner**  
Kleio Akrivou

**Contributors**  
Kleio Akrivou

**Sharing rights**  
PRME Community

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible  
Management  
Education, Sustainable  
Development,  
Corporate Social  
Responsibility (CSR),  
Entrepreneurship,  
Ethical Leadership

- Innovation with focus on Sustainable Development Goals (SDG's)

- Conservation and Ecology

To encourage and support innovation in the field of sustainable development, the Prize fund will remain open to further gifts and donations from alumni in order to allow this essential field of study to flourish for years to come.

### **Other institution-wide Research Awards**

Henley has long had a strong commitment to teaching, encouraging and practicing behaviours which relate directly to ethics, responsibility and sustainability (ERS). This commitment is enshrined in its Mission that Henley Will Develop leadership for a fairer world, its Value of Being Human: We act responsibly, fairly and consider the impact on others and our societies and its key Strategic Initiative focusing on Sustainability & Ethics. It is also demonstrated by Henley's status as an advanced signatory to the United Nations Principles for Responsible Management Education (PRME).

Henley Business School's ambition is to position itself as the leading business school in understanding developments in the working world, inspiring students, staff, corporate partners and industry to apply innovative thinking to real-world business challenges and opportunities. From this ambition emerged the **Henley World of Work Institute (WoWI)** to serve as a platform to bring these elements together in creating a fairer world.

Interdisciplinary collaborations provide opportunities and are often recognised for their contributions to science, fostering innovation, generating new research agendas by challenging established beliefs, nurturing creativity, and addressing the economic and societal challenges society faces. Consequently, all faculty and professional staff contribute to the WoWI. The Institute examines pressing questions that impact on workplaces today and in the future, such as the demand for skills, and responds by equipping and educating individuals and businesses to tackle future challenges and opportunities head on. Currently, the Institute focuses on three specific areas: artificial intelligence (AI) and automation; equity, diversity and inclusion (EDI); and flexible working to support work-life balance.

The WoWI not only aligns with the United SDGs relating to the workplace (SDG 3, SDG5 , and SDG 8) but also complements the work carried out by the **Henley Centre for Business Ethics and Sustainability (CBES)**. Both entities share a common objective of promoting responsible business practices and sustainability.

While the WoWI focuses on understanding developments in the working world and addressing key challenges, CBES emphasises the importance of ethical decision-making and sustainability in business and management, and business education. By collaborating and working in synergy, the WoWI and CBES strengthen Henley's commitment to Principles for Responsible Management Education (PRME). Together, they contribute to Henley's holistic approach to education and research that integrates ethics, sustainability and the promotion of responsible leadership. This collaboration reinforces Henley's dedication to instilling values-driven business practices and creating a positive impact on society and the environment.

Together the WoWI and CBES have a common active interest in wellbeing as an important aspect of ethics and sustainability in both business and society.

### **Henley Greenshoots Seed Finance Award Scheme**

The Henley Greenshoots Seed Finance Award Scheme is an initiative led by [Henley Enterprise Lab](#) (HELAB) and supported by [Henley Centre for Entrepreneurship](#) (HCfE), with the aim to nurture and support start-ups. Applicants to Greenshoots are in with the chance of winning up to £1,500 in cash prizes, awarded



to start-ups that show the potential to grow and become sustainable businesses.

### **The themed Business Ethics and Sustainability Scholarship for Executive Global MBA.**

The Business Ethics and Sustainability Scholarship for Executive Global MBA recognises candidates who have made a positive impact in an area which benefits either their local community or the wider world offering funding and recognition to the best project(s), as it is open to all students who are enrolled in Henley's Executive Global MBA. More information

More information for this themed scholarship is available here: [Business Ethics and Sustainability Executive... | Henley Business School](#).

### **Pathways to Property - hardship funding**

There are also specialised relevant awards specifically created to capture socially inspired goals, support, or research excellence in any of the academic disciplines, for example in the Reading Real Estate Foundation we offer discipline specific hardship funding, with a good example being such funding offered under the Pathways to Property programme [Pathways to Property | Henley Business School](#).

### **Henley Women in Leadership funding scholarship competition:**

Running in its twelfth year, the Henley Women in Leadership competition will give one winner a fully-funded place worth up to £49,500 on our part-time Executive MBA - Global or Flexible Executive MBA programme starting in September/October 2024.

The campaign reflects the shared mission of the three partner institutions to encourage gender balance in leadership teams, and practical support for the development of strong female talent.

More information is available here: <https://www.henley.ac.uk/women-in-leadership-scholarship-competition>

### **RREF Bursaries**

The Reading Real Estate Foundation has a great list of bursaries and funding opportunities, including hardship funding. These are summarized below.

#### **RREF BSc Bursary:**

The Reading Real Estate Foundation (RREF) offers financial support to Undergraduate students based on a demonstration of financial need. RREF BSc Bursary recipients can receive up to the following financial support:

- £15,000 (£5,000 per year for three years of study) towards the cost of living.
- £30,000 (£10,000 per year for years of study) towards the cost of living.
- £60,000 (£20,000 per year for the three years of study) towards the cost of living and tuition fees.

For the academic year 2023-24, RREF has supported undergraduate students via the following RREF BSc Bursaries:

- **Helical Bursary:** The Helical Bursary was established to support Real Estate & Planning students studying at Henley Business School, University of Reading. It is awarded to one student who demonstrates clear financial need and for whom pursuing a Real Estate & Planning course may not be possible without the financial support provided. The bursary, with a total value of £15,000 over the course of the three-year undergraduate degree, is intended to contribute towards

the recipient's living expenses and/or course fees during their time on the course.

- **Aubrey Orchard-Lisle Bursary:** This bursary was first established in November 2017 and is awarded to students who have demonstrated a clear financial need, and for whom the prospect of studying Real Estate & Planning at Henley Business School, University of Reading, may not be possible without the financial support of this bursary. Recipients receive up to £15,000 (£5,000 per year for three years of study) towards the cost of living.
- **George Fiennes Memorial Bursary:** The George Fiennes Memorial Bursary was established by a group of friends of the late George Twisleton Wykeham-Fiennes, a 1973 University of Reading graduate in Estate Management. It commemorates his life and supports an annual bursary established in his name, which is intended to contribute towards the living expenses and/or course fees during the recipient's time on the course. Recipients receive up to £15,000 (£5,000 per year for three years of study).
- **Keith Eliot Bursary:** The Keith Elliott Bursary was established to support Real Estate & Planning students studying at Henley Business School, University of Reading. With a total value of £15,000 over the course of the three-year undergraduate degree, this financial support is designed to contribute towards cost of living expenses and/or course fees for the duration of the recipient's studies.
- **Derwent London plc Bursary:** The Derwent London plc Bursary was established to support Real Estate & Planning students studying at Henley Business School, University of Reading. This bursary is awarded to one student studying Real Estate & Planning at Henley Business School, University of Reading, with a total value of £30,000 (£10,000 per year for years of study). The bursary is intended to contribute towards living expenses during their studies.
- **Landsec Bursary:** The Landsec Bursary was established to support Real Estate & Planning students studying at Henley Business School, University of Reading. It is bursary is awarded to one undergraduate student who demonstrates clear financial need, and for whom pursuing a Real Estate & Planning course at Henley Business School, University of Reading, may not be possible without the financial support provided. Recipients receive up to £30,000 (£10,000 per year for years of study) towards the cost of living.
- **AreYou? Bursary:** The AreYou? Bursary was established by Richard Upton in September 2023 to address the challenges associated with entering the real estate industry from a non-traditional, state educated, background and to allow the industry to tap into a broader pool of talent. Recipients receive £60,000

(£20,000 per year for the three years of study) towards the cost of living and tuition fees.

**Pathways Bursary:**

The Pathways to Property Bursary is awarded to Pathway to Property alumni who will be studying an undergraduate Real Estate & Planning course at Henley Business School, University of Reading. This bursary offers support of up to £30,000 over the three year Undergraduate course.

**Pathways to Property Welcome Bursary:**

The Pathways to Property Welcome Bursary is awarded to all Pathways to Property alumni upon enrolling and starting their Real Estate & Planning course at Henley Business School, University of Reading. For the academic year 2023-24, this bursary totals £1,000.

**RREF MSc Bursary:**

RREF offers financial support to Postgraduate students based on a demonstration of financial need. For the academic year 2024-25, RREF MSc Bursary recipients can receive up to £10,000 towards the cost of their tuition fees. The sum of the bursary awarded will be deducted from tuition fees.

For the academic year 2023-24, RREF has supported two students via the following RREF BSc Bursaries:

- **Drivers Jonas 1725 Bursary:** The Drivers Jonas 1725 Bursary was established in 2012 with a gift by the Trustees of the 1725 Heritage Trust to support Real Estate & Planning students at Henley Business School, University of Reading. The bursary is awarded annually to one or a number of students who demonstrate financial hardship. The bursary is intended to contribute towards the recipient's tuition fees.
- **Michael Keidan Memorial Bursary:** The Michael Keidan Memorial Bursary, established in 2014 through a generous donation from the Pears Family Charitable Foundation on behalf of the William Pears Group, offers financial support to Real Estate & Planning students at Henley Business School, University of Reading. The Bursary is awarded annually to one or a number of students demonstrating financial hardship and is intended to contribute towards the recipient's tuition fees.

**RREF Hardship Grant:**

The RREF Hardship Grant offers financial support to students based on a demonstration of financial need due to an unforeseen change in circumstance. Students can receive up to £1,000 in total from the RREF Hardship Grant.



Research awards for responsibility-related research



## RME related Awards and Prizes

### Impact Purpose

To encourage research excellence and innovation in RME discipline specific research and impact.

### Impact Statement

#### Responsibility, Ethics and Sustainability related Awards and Prizes

Henley Business School has a number of other awards, both as Henley Business School and awards which are specialised such as themed Sustainability Awards for specific degrees. The themed or specialised awards include scholarships, bursaries and hardship funding, we note two for more detail as they fit in well with the Sustainability and the Sustainable Development Goals, such as the Professor Robert E Pearce Prize and other research related awards, impact case studies prizes, and the Henley Women in Leadership Scholarship.

---

#### Responsibility, Ethics and Sustainability related Awards and Prizes

#### Responsibility, Ethics and Sustainability related Awards and Prizes

Henley Business School has a number of other awards, both as Henley Business School and awards which are specialised such as themed Sustainability Awards for specific degrees. The themed or specialised awards include scholarships, bursaries and hardship funding, we note two for more detail as they fit in well with the Sustainability and the Sustainable Development Goals, such as the Professor Robert E Pearce Prize and other research related awards, impact case studies prizes, and the Henley Women in Leadership Scholarship.

### Applicable Date Range

Sept. 1, 2023 - Aug. 1, 2024

### Owner

Kleio Akrivou

### Sharing rights

PRME Community

### Language

English

### Country

United Kingdom

### Subjects

Corporate Social Responsibility (CSR), Sustainable Development, Entrepreneurship, Responsible Management Education

1. The PRME Signatory Member partners with business, government, civil society and academia to advance responsibility-related education, research, or practice in the following ways. Mark all that apply.



Informing: knowledge translation and dissemination

### Statement

**Title:** Partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

**Description:** This Object document provides a range of key examples of Henley's partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

**Date:** 24/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Relevant Stakeholders:** Various (students, our staff, international partners and networks, communities, education, accrediting bodies, PRME and its signatories, our alumni etc)

**Purpose:** This document sets out examples of Henley's RME-focussed partnerships

# Partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

## Overview

At Henley Business School level there are currently over 150 active partnerships, including teaching and education partnerships (50), research collaborations (49), executive education (18) and a variety of partnerships related to the supply of educational equipment's, materials and services, including student recruitment, student visits and more. Overall, these partnerships span 37 countries and 5 continents. Many of these education and teaching, research collaborations and executive education partnerships aim at least in part, to "advance responsible and accountable management education, research and practices". A number of these partnerships have the advancement of responsible management education, research and practice at their core.

## Further Analysis of Partnerships with examples involving focus on informing, dialoguing, problem solving, acting and governance.

The vast majority of the Henley Partnerships include elements relating to "informing", "dialoguing", "problem-solving" and "acting" and some partnerships have formal governance arrangements, while others do not. The following sections list and outline key partnerships in each group that are primarily dedicated at advancing responsible management education and practice.

**Table 1**, below, provides an overview of the selected partnerships and their relative emphasis on "informing", "dialoguing", "problem solving" and "acting", as well as whether these are governed by formal rules of engagement.

**Table 1:** Overview and Mapping of Selected Partnerships

	Main Focus				
Partnership Type / Name (examples)	Informing	Dialoguing	Problem-Solving	Acting	
Education & Learning					
Politecnico di Milano – Joint MSc	●			●	●
Apprenticeship Programmes	●			●	●
Executive Education					
Government Property Leadership Programme	●			●	

Coca-Cola Beverages South Africa	•			•	
MultiChoice Talent Factory	•			•	
Standard Bank Accelerator	•			•	
West Africa initiatives	•			•	
<b>Research</b>					
Knowledge Transfer Partnerships (KTPs)			•		
Research Impact Case Studies	•	•	•	•	
Other research centre partnerships	•	•	•	•	
<b>Other Partnerships</b>					
Ranking and Accreditation Bodies (e.g. Financial Times)		•			•
Henley Alumni Partnerships	•	•			•
The 30% Club				•	
PRME London and South East Network	•	•			
Diversily			•	•	

## 1. Education and Learning Partnerships

### POLIMI, the School of Management of the Politecnico di Milano

Henley has a number of formal partnerships with international Higher Education Institutions to deliver joint degree programmes. Whilst these are not wholly RME-focussed, the joint [MSc in International Business and Digital Transformation](#) with POLIMI, the School of Management of the Politecnico di Milano, aims to create graduates who will have developed an international and multicultural perspective on business and the impact of digital transformation, as well as developing the managerial, professional and ethical skills required to become an effective global citizen in an international organisation facing digital transformation.

This programme is part of a broader partnership with POLIMI linked to the [Dunning Centre for International Business](#) within Henley. The Dunning Centre is widely viewed as the world's leading centre for research in the area of International Business; as well as the original centre based at Henley in the UK, it now also incorporates partnerships with POLIMI, where the [Dunning Centre Europe](#) is based, and with Henley Africa for the [Dunning Centre Africa](#). Across the three locations, research considers the different social structures that populate the international business environment, focussing on the action of relevant actors and the outcomes at different levels of analysis; particular attention is given to societal challenges including compliance, geopolitics, digitalisation, green transition and cultural transitions, that influence and are influenced by the activities of firms. From a Governance perspective, the work of the Dunning Centre and its partnerships is overseen by the Director and Assistance Director, working alongside the Board of the Dunning Centre.

### Henley Global Executive MBA programme

Henley's Global Executive MBA programme includes a key activity which greatly enhances students' knowledge, understanding and experience in the areas of ethics, responsibility and sustainability. Through its links in South Africa, facilitated by Henley Africa, Henley has for many years run a one week Study Visit which draws upon partnerships with a wide range of local organisations. Students work with and provide free consultancy for local charities and other Not-

For-Profit organisations in relatively deprived parts of Cape Town, and produce a Management Report which forms the basis of their assessment for the module. Coming towards the end of the programme, this Study Visit integrates knowledge from a range of earlier modules and is often described by students as transformative and life-changing, revising their views about the Not-For-Profit sector and providing a strong sense of engagement and societal relevance to the learning provided by Henley.

### **Apprenticeship programmes**

Working in partnership with around 150 corporate employer clients, Henley delivers a portfolio of seven [Apprenticeship programmes](#), which are work-based learning programmes developed in accordance with nationally-agreed Standards. These are developed by employer groups for specific job roles and set out what an apprentice will do and the skills required of them in relation to that role. All of Henley's Apprenticeship programmes include elements which are RME-focussed both in the curricula but also in terms of entry criteria for these programmes. Many students enter level 7 Master's programmes without necessitating previous degree-level qualifications; internal data suggests that in total around 400 learners have started a Henley Apprenticeship programme who would not have met the entry standards for a 'traditional' degree programme. In this sense the Apprenticeship programmes ensures reskilling and upskilling of the UK workforce, and importantly, they are an important instrument to promote equal opportunities, reduce inequalities, and promote social mobility.

From a Governance perspective, Henley's apprenticeship provision is overseen by a high-level Apprenticeship Board with operations coordinated and undertaken by an Apprenticeship Management Group. On a day-to-day basis, the operation is guided by the Workstream Leads Group, comprised of those who lead key areas of activity, who in turn feed into the Apprenticeship Management Group. An Employer Reference Group, consisting of key clients and potential key clients meets on a quarterly basis and provides input to programme development activities in response to new or existing apprenticeship criteria.

## **2. Executive Education Partnerships**

Through its Corporate Development team and proposition, executive education is central to the Henley Mission and Strategy, enhancing engagement with a wide range of organisations through being their end-to-end partner in organisational and people development. Henley's Custom executive education provision is significant and is designed in partnership with clients to enable them to achieve their organisational goals as well as develop capability in leadership and technical skills.

Ethics, Responsibility and Sustainability are key elements in executive education activities and it is increasingly the expectation of corporate clients that these are fully integrated into Henley's portfolio, as well as its operations to support the delivery of programmes. Contracts with corporate clients to deliver Custom programmes often include requirements to source and deliver products in an ethical and sustainable way, and stress the key importance of delivering learning with societal impact and social value, so that participants are provided with opportunities to develop in these areas. In alignment with global trends in the world of work, Custom clients ask Henley to include learning opportunities in topics such as work-life matters for participants and their teams, diversity, understanding mental health issues, and neurodiversity in adult learners.

### **Government Property Leadership Programme**

The UK Cabinet Office, one of Henley's key corporate clients, is working with Corporate Development to design and deliver programmes which aim to help the UK Government achieve its strategy for decarbonising all sectors of the UK economy to meet its net zero target by 2050. One such programme is the Government Property Leadership Programme, an innovative initiative aimed at developing leaders within the government property profession and equipping them with the necessary knowledge and skills to influence property-related policies and decisions. The programme, which is currently in its second cohort, is aligned with a number of the UK Government's strategic goals including achieving net-zero carbon emissions and emphasizes the development of sustainable leadership and evidence-based decision-making to support sustainable development across various sectors. Within their roles in

government property management, learners have a significant impact on sustainable growth through their decision-making and the evaluation of alternative solutions.

The programme's learning outcomes encompass a comprehensive understanding of the property lifecycle and leadership. It enables leaders to align operational decisions with long-term strategies and equips them to understand and influence the decision-making process. Additionally, participants learn to adapt to change, navigate complex and uncertain environments, enhance communication skills and foster effective collaboration. The programme emphasises the development of transferable skills such as strategic decision-making, effective influencing, communication at board level, empowering other leaders, critical reflective thinking, creativity, innovation and practical skills including contributing to decision-making, communicating technical issues to non-technical audiences, adapting to change, leading in uncertainty, and addressing differences in business and political cycles.

The Government Property Leadership Programme aligns closely with the PRME principles and contributes to the SDGs. The programme promotes the PRME principle of developing learners' critical reflective thinking and equipping them with evidence-based advice. By fostering a comprehensive understanding of the property lifecycle and emphasising strategic decision-making, the programme enables participants to make informed choices that align with sustainable development principles. In terms of the SDGs, the programme directly supports SDG 11: Sustainable Cities and Communities. By training leaders within the GPP, the programme equips them with the skills to evaluate alternative solutions and consider the implications of their decisions on sustainable growth and the levelling up agenda. The focus on communication, collaboration and adaptability also aligns with SDG 17: Partnerships for the Goals, as it encourages leaders to engage with stakeholders and address the complexities of business and political cycles. Furthermore, the programme indirectly contributes to other SDGs by emphasising the development of sustainable leadership and decision-making to support sustainable development across various sectors, including education (SDG 4), healthcare (SDG 3) and justice (SDG 16).

### Partnerships in Africa

With its Mission to 'build the people who build the businesses that build Africa', Henley Africa has undertaken several innovative programme developments in partnership with key regional employers to address significant challenges such as local talent access to senior leadership positions, gender balance, and local enterprise development. Some examples of the organisations we work with in such partnerships are as follows:

- *Coca-Cola Beverages South Africa*: Fund a customised management programme for their Black suppliers. See [Partner Press Release](#)
- *MultiChoice Talent Factory*: Funded programmes for young Black film students in SA, Kenya, Zambia and Nigeria. For an overview see: [Henley Africa Blogg](#)
- Henley Africa–Standard Bank and the Stanbic Acceleration programme: The programme supports the bank's future-ready transformation strategy which is aligned with the UN SDGs. It was awarded the silver 'medal' in the Talent Development category at the [2022 EFMD Excellence in Practice Awards \(EiP\)](#).

Since 2018, Henley has been developing its presence in West Africa and in particular in Nigeria, Ghana, Togo, and Benin, driven by delivery of in-person and virtual activity, the building of strong relationships and partnerships and significant PR impact. Henley sees this region as bringing particular opportunities. It also believes that it is able to make significant societal impact based on its expertise and its existing assets, not least the strong African identity that it has through Henley Africa; Henley's activities in West Africa are inspired and aligned with the Henley Africa Mission of *We build the people who build the businesses that build Africa*. However there is a specific local context, with Henley's activities focussing on entrepreneurship and youth unemployment which has nurtured a genuine positioning. Henley is therefore partnering with a number of academic, corporate and organisational partners in West Africa to promote entrepreneurship among young people. Henley is seeking to improve access to reliable technical and business education through reputable institutions, as well as providing coaching and mentoring. These activities also support the research that the Henley Centre for Entrepreneurship is conducting on entrepreneurship in the region. Henley's activities in West Africa encompasses:



- the development of partnerships with Lagos Business School in Nigeria and the Université de Lomé in Togo. The link with Lagos Business School aims to advance entrepreneurship in Africa through the broadly-based British Council-sponsored Nexus Project, as well as future joint delivery of a non-qualification *Doing Business in Africa* programme. With the Université de Lomé, the intention is the development of 'L'institut Afrique-Europe de l'Innovation et des Métiers' jointly between the Université, the University of Reading and Henley which will have a number of components, including the development of a business school;
- delivery of a currently small portfolio of executive education programmes;
- partnerships with local entrepreneurial hubs in Nigeria, to establish entrepreneurship incubators and accelerators, as well as to deliver training to local entrepreneurs; and
- partnerships with African corporates to support projects as well as to receive Henley training.

### 3. Research Partnerships

Research centres at Henley Business School celebrate specific partnerships with external organisations of varying nature, often with the aim of advancing responsible management education and practice. Among these, we highlight the Knowledge Transfer Partnerships (KTPs) and Research Impact Case Studies.

#### Knowledge Transfer Partnerships (KTPs)

Over the last few years Henley Business School academics have engaged in a number of KTPs which directly or indirectly have contributed to enhancing responsible management practice. One recent example, includes a project led by Professor Chris Brooks from Henley's International Capital Markets Association Centre and Fintech company Dynamic Planner. This project has been rated 'outstanding' by Innovate UK. It used novel insights from behavioural finance and quantitative analysis of large data sets to provide new products for Independent Financial Advisors and Fund Managers which improved retail investor decision-making. Henley's KTPs are co-ordinated by the University's [Knowledge Transfer Centre \(KTC\)](#).

#### Research Impact Case Studies

Research impact case studies often involve partnerships with private, public and third sector organisations. These have been fully considered and reported under the RESEARCH principle of PRME SIP 2.0.

#### Other Research Centre Partnerships

Some partnerships bridge between this principle and the PRME principle Research, for example via the Dunning Centre for International Business, Henley Africa and other local partnerships. We offer a number of initiatives which integrate dialoguing, informing and partnering aspects with an impact in Africa and Development agendas. Henley UK and Henley Africa are working together strategically to build research capacity and [research activity in South Africa](#). The aim is to develop a multi-disciplinary culture and environment that co-creates knowledge and delivers research with impact which, whilst it has an African focus, has relevance beyond the continent. Whilst this initiative is at an early stage, a number of research outputs have already been produced and five research centres have been established, of which three are sister centres to those based in the UK: the Dunning Africa Centre, the Henley Africa Centre for Leadership, and the John Madejski Centre for Reputation Africa. As well as academic outputs, research is multidisciplinary, often practice and practitioner-focused and is geared towards the production of actionable research including white papers and teaching case studies.

Other aspects of what we do bridging the Partner principle and Research-related partnerships might be from those of our Research Centres that collaborate closely with organisations, including where they have a 'Membership' model – organisations pay Henley a fee and co-create research. These include the [John Madejski Centre for Reputation](#), the [Henley Centre for Customer Management](#) and the [Henley Partnership](#).

For example, the John Madejski Centre for Reputation (JMRC) works in partnership with organisations to deliver tangible impact and solutions that advance responsible management practice:

- The [JMRC Impact Partnership](#) connects more than 100 NGO's from South Africa with global leaders from Henley's network and has been active for 17 years. It exists to continue and extend the relationships built during the Henley MBA Reputation and Responsibility Immersion Visit and provides a trusted infrastructure for leaders to continue to share, develop and grow together, supporting one another and working on projects of their choice. In doing so we aim to enhance the development of leaders and the positive social impacts made by their organisations. NGO's include the Colleges of Medicine, South Africa, which sets the medical standards for medical professionals across South Africa. Our partnership is helping to improve uptake of medical standards and medical outcomes. It also includes the following organisations: *Back-a-Buddy*, South Africa's largest charitable giving platform which is helping to drive fundraising for projects; *The National Shelter Movement of South Africa*, helping the organisation campaign against gender-based violence; *Mamelani*, helping organisations to bring about policy change to provide statutory support for children in care. The JMRC Impact partnership holds regular meetings online, which means that there is a governance aspect, where partners' aspirations, concerns and progress are debated.
- **Partnership with South London and Maudsley NHS Foundation Trust and Sussex Partnership Foundation Trust:** A multistakeholder approach to building better mental health outcomes, which has been working at board level for more than five years. It encompasses a research partnership with the John Madejski Centre for Reputation, which helps these NHS Foundation Trusts to deliver positive mental health outcomes by drawing on the different perspectives of staff, patients and the community. The work guides relationships internally and with community partners.

## 4. Other Partnership examples

### Ranking and Accreditation Bodies

We also include under the Governance and Dialoguing headings the partnerships we hold with the accreditation and ranking bodies, in particular with the rankings publishers. Our collaboration on an annual basis supports the development of their methodologies to measure the qualities necessary for quality business education, and to better represent the evolving business education landscape. An example of this is how the *Financial Times* has been placing a growing emphasis and weighting on the Environmental, Social, and Governance (ESG) content in the EMBA curriculum, pushing them and us to be more responsible and sustainable educators.

In 2022, Henley's Dean was one of the 32 participants drawn from business, the social sector, government, and academia working in partnership in the [AACSB Accelerator programme](#) to build a societal impact leadership framework and competency structure.

### Henley Alumni partnerships

With more than 97,000 alumni in over 160 countries worldwide, [engaging with its global alumni community](#) is a key part of Henley's strategy. Oversight of Henley's alumni community and its alumni activity is through a governance structure comprising a number of boards and committees which bring together alumni representatives and Henley staff. Henley convenes an Alumni and Development Board to work with the Dean to engage alumni in the delivery of Henley's strategic objectives, as well as to represent alumni interests to the Strategy Board, Henley's external 'Advisory Board'. Henley also convenes an International Alumni Board, with the aim to enhance the partnership between Henley and its 30 International Alumni Chapters, to enhance links between those Chapters and to begin to collaboratively develop an Alumni International Strategy. The International Alumni Board first met in 2018 and since that time it has met regularly to agree action plans for the following 12 months that set out to further increase the level of international alumni activities and engagement opportunities, many of which have an RME focus.

Henley runs an annual career outcomes survey with its Pre-experience Postgraduate programme alumni 12 months after graduation, the purpose of which is to better understand the career progress and destinations of graduates for internal analysis purposes and to develop our careers support. As part of the latest edition of the survey run in October 2023 with our 2022 graduating class, we embedded a question to track whether our graduates had chosen positions in companies or areas with activities associated to sustainability and/or CSR. The survey was completed by just over



34% of our graduates, with 95% in employment or further graduate studies. 78% of respondents provided an answer to this additional question. Data reveals that 9% of respondents hold a position directly related to sustainability and Corporate Social Responsibility (CSR), while 45% of respondents indicate that their current career path, while not fully related to sustainability and CSR, allows them to be exposed and gain experience in these areas. Moreover, 11.4% of respondents work for companies that have sustainability and responsible management at the core of what their activities. This data provides us with confidence that Henley is equipping its students with the skills and attributes to excel in sustainability and responsible management roles and influence companies in the adoption of responsible management practices.

Henley runs an alumni mentoring programme, in which existing students are paired with an alumni mentor. In 2023-24 there were almost 350 Mentoring partnerships across both Undergraduate and Postgraduate programmes, delivering over 8,400 mentoring hours. Overall therefore, Henley's alumni network makes a very significant contribution to the student experience: during the 2022-23, over 10,000 hours were delivered by more than 800 volunteers who are recognised through annual awards and a virtual certificate for their LinkedIn profile.

In 2022-23 Henley recommenced a full programme of in-person events. These included alumni learning and networking opportunities, international chapter events, and engagement events to connect the current students with the alumni network. It was further enhanced by online provision to continue to engage the international audience. Henley is focussing as many of its events as possible on specific areas of societal impact, to ensure that participants are equipped to make a difference in their own communities and businesses. This is done under the umbrella of an annual theme: *Sustainability and Societal Impact* in 2021-22 and *Leadership for a Fairer World* in 2022-23, culminating in the Henley Leadership Impact Festival where almost 70 delegates joined together to explore the development of leadership and discover how to have a tangible impact on their own leadership context. Panellists included a range of CEOs and leaders of international corporations, many of whom were alumni. 2023-24 was designated as the Year of the *World of Work* and the focus of the alumni events was on understanding some of the most significant issues facing the workplace and how our connections and partnerships can help with this.

### **The 30% Club**

Sponsor of the Henley Business School and The 30% Club [Women in Leadership Scholarship](#) for entry onto the Henley MBA programme.

### **PRME London and South East Network**

As part of the PRME London and South East Network Henley staff regularly presents and shares good practice in the advancement of responsible management education and practice. More detail is provided in the Narrative for this SiP Report titled 'Description of the relationship between Henley and relevant identified institutions'.

### **Diversily**

A partnership established with Diversily, a leading inclusion consultancy, to support the ongoing development of Diversily's [Inclusive Innovation Playbook](#), a comprehensive guide to building accessible digital products and services that help individuals and companies incorporate inclusive practices into their work. This partnership has grown out of research undertaken by Henley's Postgraduate students; it is expected that ongoing research will make the Playbook even more impactful for organisations.

# Partnerships to advance responsible education, research and practice

## Impact Purpose

Henley Business School has over 150 partnerships in the areas of teaching and education, research, and executive education which aim to advance responsible and accountable management education, research and practice through Informing, Dialoguing, Problem-solving and Acting.

## Impact Statement

At Henley Business School level there are currently over 150 active partnerships, including teaching and education partnerships (50), research collaborations (49), executive education (18) and a variety of partnerships related to the supply of educational equipment's, materials and services, including student recruitment, student visits and more. Overall, these partnerships span 37 countries and 5 continents. Many of these education and teaching, research collaborations and executive education partnerships aim at least in part, to "advance responsible and accountable management education and practices". A number of these partnerships have the advancement of responsible management education and practice at its core.

The vast majority of the Henley Partnerships include elements relating to "informing", "dialoguing", "problem-solving" and "acting" and some partnerships have formal governance arrangements, while others do not. The attached Object document lists and outlines key partnerships in each group that are primarily dedicated at advancing responsible management education, research and practice.

**Applicable Date Range**  
July 24, 2024 - July 24, 2025

**Owner**  
David Stannard

**Contributors**  
David Stannard, Filipe Morais

**Sharing rights**  
PRME Community

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible Management Education



Dialoguing: bilateral or multilateral conversations with external communities

Statement

**Title:** Partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

**Description:** This Object document provides a range of key examples of Henley's partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

**Date:** 24/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Relevant Stakeholders:** Various (students, our staff, international partners and networks, communities, education, accrediting bodies, PRME and its signatories, our alumni etc)

**Purpose:** This document sets out examples of Henley's RME-focussed partnerships

Partnerships to advance responsible education, research and practice

Impact Purpose

Henley Business School has over 150 partnerships in the areas of teaching and education, research, and executive education which aim to advance responsible and accountable management education, research and practice through Informing, Dialoguing, Problem-solving and Acting.

Impact Statement

At Henley Business School level there are currently over 150 active partnerships, including teaching and education partnerships (50), research collaborations (49), executive education (18) and a variety of partnerships related to the supply of educational equipment's, materials and services, including student recruitment, student visits and more. Overall, these partnerships span 37 countries and 5 continents. Many of these education and teaching, research collaborations and executive education partnerships aim at least in part, to "advance responsible and accountable management education and practices". A number of these partnerships have the advancement of responsible management education and practice at its core.

The vast majority of the Henley Partnerships include elements relating to "informing", "dialoguing", "problem-solving" and "acting" and some partnerships have formal governance arrangements, while others do not. The attached Object document lists and outlines key partnerships in each group that are primarily dedicated at advancing responsible management education, research and practice.

**Applicable Date Range**  
July 24, 2024 - July 24, 2025

**Owner**  
David Stannard

**Contributors**  
David Stannard, Filipe Morais

**Sharing rights**  
PRME Community

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible Management Education

# Partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

## Overview

At Henley Business School level there are currently over 150 active partnerships, including teaching and education partnerships (50), research collaborations (49), executive education (18) and a variety of partnerships related to the supply of educational equipment's, materials and services, including student recruitment, student visits and more. Overall, these partnerships span 37 countries and 5 continents. Many of these education and teaching, research collaborations and executive education partnerships aim at least in part, to "advance responsible and accountable management education, research and practices". A number of these partnerships have the advancement of responsible management education, research and practice at their core.

## Further Analysis of Partnerships with examples involving focus on informing, dialoguing, problem solving, acting and governance.

The vast majority of the Henley Partnerships include elements relating to "informing", "dialoguing", "problem-solving" and "acting" and some partnerships have formal governance arrangements, while others do not. The following sections list and outline key partnerships in each group that are primarily dedicated at advancing responsible management education and practice.

**Table 1**, below, provides an overview of the selected partnerships and their relative emphasis on "informing", "dialoguing", "problem solving" and "acting", as well as whether these are governed by formal rules of engagement.

**Table 1:** Overview and Mapping of Selected Partnerships

	Main Focus				
Partnership Type / Name (examples)	Informing	Dialoguing	Problem-Solving	Acting	
Education & Learning					
Politecnico di Milano – Joint MSc	●			●	●
Apprenticeship Programmes	●			●	●
Executive Education					
Government Property Leadership Programme	●			●	

Coca-Cola Beverages South Africa	•			•	
MultiChoice Talent Factory	•			•	
Standard Bank Accelerator	•			•	
West Africa initiatives	•			•	
<b>Research</b>					
Knowledge Transfer Partnerships (KTPs)			•		
Research Impact Case Studies	•	•	•	•	
Other research centre partnerships	•	•	•	•	
<b>Other Partnerships</b>					
Ranking and Accreditation Bodies (e.g. Financial Times)		•			•
Henley Alumni Partnerships	•	•			•
The 30% Club				•	
PRME London and South East Network	•	•			
Diversily			•	•	

## 1. Education and Learning Partnerships

### POLIMI, the School of Management of the Politecnico di Milano

Henley has a number of formal partnerships with international Higher Education Institutions to deliver joint degree programmes. Whilst these are not wholly RME-focussed, the joint [MSc in International Business and Digital Transformation](#) with POLIMI, the School of Management of the Politecnico di Milano, aims to create graduates who will have developed an international and multicultural perspective on business and the impact of digital transformation, as well as developing the managerial, professional and ethical skills required to become an effective global citizen in an international organisation facing digital transformation.

This programme is part of a broader partnership with POLIMI linked to the [Dunning Centre for International Business](#) within Henley. The Dunning Centre is widely viewed as the world's leading centre for research in the area of International Business; as well as the original centre based at Henley in the UK, it now also incorporates partnerships with POLIMI, where the [Dunning Centre Europe](#) is based, and with Henley Africa for the [Dunning Centre Africa](#). Across the three locations, research considers the different social structures that populate the international business environment, focussing on the action of relevant actors and the outcomes at different levels of analysis; particular attention is given to societal challenges including compliance, geopolitics, digitalisation, green transition and cultural transitions, that influence and are influenced by the activities of firms. From a Governance perspective, the work of the Dunning Centre and its partnerships is overseen by the Director and Assistance Director, working alongside the Board of the Dunning Centre.

### Henley Global Executive MBA programme

Henley's Global Executive MBA programme includes a key activity which greatly enhances students' knowledge, understanding and experience in the areas of ethics, responsibility and sustainability. Through its links in South Africa, facilitated by Henley Africa, Henley has for many years run a one week Study Visit which draws upon partnerships with a wide range of local organisations. Students work with and provide free consultancy for local charities and other Not-

For-Profit organisations in relatively deprived parts of Cape Town, and produce a Management Report which forms the basis of their assessment for the module. Coming towards the end of the programme, this Study Visit integrates knowledge from a range of earlier modules and is often described by students as transformative and life-changing, revising their views about the Not-For-Profit sector and providing a strong sense of engagement and societal relevance to the learning provided by Henley.

### **Apprenticeship programmes**

Working in partnership with around 150 corporate employer clients, Henley delivers a portfolio of seven [Apprenticeship programmes](#), which are work-based learning programmes developed in accordance with nationally-agreed Standards. These are developed by employer groups for specific job roles and set out what an apprentice will do and the skills required of them in relation to that role. All of Henley's Apprenticeship programmes include elements which are RME-focussed both in the curricula but also in terms of entry criteria for these programmes. Many students enter level 7 Master's programmes without necessitating previous degree-level qualifications; internal data suggests that in total around 400 learners have started a Henley Apprenticeship programme who would not have met the entry standards for a 'traditional' degree programme. In this sense the Apprenticeship programmes ensures reskilling and upskilling of the UK workforce, and importantly, they are an important instrument to promote equal opportunities, reduce inequalities, and promote social mobility.

From a Governance perspective, Henley's apprenticeship provision is overseen by a high-level Apprenticeship Board with operations coordinated and undertaken by an Apprenticeship Management Group. On a day-to-day basis, the operation is guided by the Workstream Leads Group, comprised of those who lead key areas of activity, who in turn feed into the Apprenticeship Management Group. An Employer Reference Group, consisting of key clients and potential key clients meets on a quarterly basis and provides input to programme development activities in response to new or existing apprenticeship criteria.

## **2. Executive Education Partnerships**

Through its Corporate Development team and proposition, executive education is central to the Henley Mission and Strategy, enhancing engagement with a wide range of organisations through being their end-to-end partner in organisational and people development. Henley's Custom executive education provision is significant and is designed in partnership with clients to enable them to achieve their organisational goals as well as develop capability in leadership and technical skills.

Ethics, Responsibility and Sustainability are key elements in executive education activities and it is increasingly the expectation of corporate clients that these are fully integrated into Henley's portfolio, as well as its operations to support the delivery of programmes. Contracts with corporate clients to deliver Custom programmes often include requirements to source and deliver products in an ethical and sustainable way, and stress the key importance of delivering learning with societal impact and social value, so that participants are provided with opportunities to develop in these areas. In alignment with global trends in the world of work, Custom clients ask Henley to include learning opportunities in topics such as work-life matters for participants and their teams, diversity, understanding mental health issues, and neurodiversity in adult learners.

### **Government Property Leadership Programme**

The UK Cabinet Office, one of Henley's key corporate clients, is working with Corporate Development to design and deliver programmes which aim to help the UK Government achieve its strategy for decarbonising all sectors of the UK economy to meet its net zero target by 2050. One such programme is the Government Property Leadership Programme, an innovative initiative aimed at developing leaders within the government property profession and equipping them with the necessary knowledge and skills to influence property-related policies and decisions. The programme, which is currently in its second cohort, is aligned with a number of the UK Government's strategic goals including achieving net-zero carbon emissions and emphasizes the development of sustainable leadership and evidence-based decision-making to support sustainable development across various sectors. Within their roles in



government property management, learners have a significant impact on sustainable growth through their decision-making and the evaluation of alternative solutions.

The programme's learning outcomes encompass a comprehensive understanding of the property lifecycle and leadership. It enables leaders to align operational decisions with long-term strategies and equips them to understand and influence the decision-making process. Additionally, participants learn to adapt to change, navigate complex and uncertain environments, enhance communication skills and foster effective collaboration. The programme emphasises the development of transferable skills such as strategic decision-making, effective influencing, communication at board level, empowering other leaders, critical reflective thinking, creativity, innovation and practical skills including contributing to decision-making, communicating technical issues to non-technical audiences, adapting to change, leading in uncertainty, and addressing differences in business and political cycles.

The Government Property Leadership Programme aligns closely with the PRME principles and contributes to the SDGs. The programme promotes the PRME principle of developing learners' critical reflective thinking and equipping them with evidence-based advice. By fostering a comprehensive understanding of the property lifecycle and emphasising strategic decision-making, the programme enables participants to make informed choices that align with sustainable development principles. In terms of the SDGs, the programme directly supports SDG 11: Sustainable Cities and Communities. By training leaders within the GPP, the programme equips them with the skills to evaluate alternative solutions and consider the implications of their decisions on sustainable growth and the levelling up agenda. The focus on communication, collaboration and adaptability also aligns with SDG 17: Partnerships for the Goals, as it encourages leaders to engage with stakeholders and address the complexities of business and political cycles. Furthermore, the programme indirectly contributes to other SDGs by emphasising the development of sustainable leadership and decision-making to support sustainable development across various sectors, including education (SDG 4), healthcare (SDG 3) and justice (SDG 16).

### Partnerships in Africa

With its Mission to 'build the people who build the businesses that build Africa', Henley Africa has undertaken several innovative programme developments in partnership with key regional employers to address significant challenges such as local talent access to senior leadership positions, gender balance, and local enterprise development. Some examples of the organisations we work with in such partnerships are as follows:

- *Coca-Cola Beverages South Africa*: Fund a customised management programme for their Black suppliers. See [Partner Press Release](#)
- *MultiChoice Talent Factory*: Funded programmes for young Black film students in SA, Kenya, Zambia and Nigeria. For an overview see: [Henley Africa Blogg](#)
- Henley Africa–Standard Bank and the Stanbic Acceleration programme: The programme supports the bank's future-ready transformation strategy which is aligned with the UN SDGs. It was awarded the silver 'medal' in the Talent Development category at the [2022 EFMD Excellence in Practice Awards \(EiP\)](#).

Since 2018, Henley has been developing its presence in West Africa and in particular in Nigeria, Ghana, Togo, and Benin, driven by delivery of in-person and virtual activity, the building of strong relationships and partnerships and significant PR impact. Henley sees this region as bringing particular opportunities. It also believes that it is able to make significant societal impact based on its expertise and its existing assets, not least the strong African identity that it has through Henley Africa; Henley's activities in West Africa are inspired and aligned with the Henley Africa Mission of *We build the people who build the businesses that build Africa*. However there is a specific local context, with Henley's activities focussing on entrepreneurship and youth unemployment which has nurtured a genuine positioning. Henley is therefore partnering with a number of academic, corporate and organisational partners in West Africa to promote entrepreneurship among young people. Henley is seeking to improve access to reliable technical and business education through reputable institutions, as well as providing coaching and mentoring. These activities also support the research that the Henley Centre for Entrepreneurship is conducting on entrepreneurship in the region. Henley's activities in West Africa encompasses:



- the development of partnerships with Lagos Business School in Nigeria and the Université de Lomé in Togo. The link with Lagos Business School aims to advance entrepreneurship in Africa through the broadly-based British Council-sponsored Nexus Project, as well as future joint delivery of a non-qualification *Doing Business in Africa* programme. With the Université de Lomé, the intention is the development of 'L'institut Afrique-Europe de l'Innovation et des Métiers' jointly between the Université, the University of Reading and Henley which will have a number of components, including the development of a business school;
- delivery of a currently small portfolio of executive education programmes;
- partnerships with local entrepreneurial hubs in Nigeria, to establish entrepreneurship incubators and accelerators, as well as to deliver training to local entrepreneurs; and
- partnerships with African corporates to support projects as well as to receive Henley training.

### 3. Research Partnerships

Research centres at Henley Business School celebrate specific partnerships with external organisations of varying nature, often with the aim of advancing responsible management education and practice. Among these, we highlight the Knowledge Transfer Partnerships (KTPs) and Research Impact Case Studies.

#### Knowledge Transfer Partnerships (KTPs)

Over the last few years Henley Business School academics have engaged in a number of KTPs which directly or indirectly have contributed to enhancing responsible management practice. One recent example, includes a project led by Professor Chris Brooks from Henley's International Capital Markets Association Centre and Fintech company Dynamic Planner. This project has been rated 'outstanding' by Innovate UK. It used novel insights from behavioural finance and quantitative analysis of large data sets to provide new products for Independent Financial Advisors and Fund Managers which improved retail investor decision-making. Henley's KTPs are co-ordinated by the University's [Knowledge Transfer Centre \(KTC\)](#).

#### Research Impact Case Studies

Research impact case studies often involve partnerships with private, public and third sector organisations. These have been fully considered and reported under the RESEARCH principle of PRME SIP 2.0.

#### Other Research Centre Partnerships

Some partnerships bridge between this principle and the PRME principle Research, for example via the Dunning Centre for International Business, Henley Africa and other local partnerships. We offer a number of initiatives which integrate dialoguing, informing and partnering aspects with an impact in Africa and Development agendas. Henley UK and Henley Africa are working together strategically to build research capacity and [research activity in South Africa](#). The aim is to develop a multi-disciplinary culture and environment that co-creates knowledge and delivers research with impact which, whilst it has an African focus, has relevance beyond the continent. Whilst this initiative is at an early stage, a number of research outputs have already been produced and five research centres have been established, of which three are sister centres to those based in the UK: the Dunning Africa Centre, the Henley Africa Centre for Leadership, and the John Madejski Centre for Reputation Africa. As well as academic outputs, research is multidisciplinary, often practice and practitioner-focused and is geared towards the production of actionable research including white papers and teaching case studies.

Other aspects of what we do bridging the Partner principle and Research-related partnerships might be from those of our Research Centres that collaborate closely with organisations, including where they have a 'Membership' model – organisations pay Henley a fee and co-create research. These include the [John Madejski Centre for Reputation](#), the [Henley Centre for Customer Management](#) and the [Henley Partnership](#).

For example, the John Madejski Centre for Reputation (JMRC) works in partnership with organisations to deliver tangible impact and solutions that advance responsible management practice:

- The [JMRC Impact Partnership](#) connects more than 100 NGO's from South Africa with global leaders from Henley's network and has been active for 17 years. It exists to continue and extend the relationships built during the Henley MBA Reputation and Responsibility Immersion Visit and provides a trusted infrastructure for leaders to continue to share, develop and grow together, supporting one another and working on projects of their choice. In doing so we aim to enhance the development of leaders and the positive social impacts made by their organisations. NGO's include the Colleges of Medicine, South Africa, which sets the medical standards for medical professionals across South Africa. Our partnership is helping to improve uptake of medical standards and medical outcomes. It also includes the following organisations: *Back-a-Buddy*, South Africa's largest charitable giving platform which is helping to drive fundraising for projects; *The National Shelter Movement of South Africa*, helping the organisation campaign against gender-based violence; *Mamelani*, helping organisations to bring about policy change to provide statutory support for children in care. The JMRC Impact partnership holds regular meetings online, which means that there is a governance aspect, where partners' aspirations, concerns and progress are debated.
- **Partnership with South London and Maudsley NHS Foundation Trust and Sussex Partnership Foundation Trust:** A multistakeholder approach to building better mental health outcomes, which has been working at board level for more than five years. It encompasses a research partnership with the John Madejski Centre for Reputation, which helps these NHS Foundation Trusts to deliver positive mental health outcomes by drawing on the different perspectives of staff, patients and the community. The work guides relationships internally and with community partners.

## 4. Other Partnership examples

### Ranking and Accreditation Bodies

We also include under the Governance and Dialoguing headings the partnerships we hold with the accreditation and ranking bodies, in particular with the rankings publishers. Our collaboration on an annual basis supports the development of their methodologies to measure the qualities necessary for quality business education, and to better represent the evolving business education landscape. An example of this is how the *Financial Times* has been placing a growing emphasis and weighting on the Environmental, Social, and Governance (ESG) content in the EMBA curriculum, pushing them and us to be more responsible and sustainable educators.

In 2022, Henley's Dean was one of the 32 participants drawn from business, the social sector, government, and academia working in partnership in the [AACSB Accelerator programme](#) to build a societal impact leadership framework and competency structure.

### Henley Alumni partnerships

With more than 97,000 alumni in over 160 countries worldwide, [engaging with its global alumni community](#) is a key part of Henley's strategy. Oversight of Henley's alumni community and its alumni activity is through a governance structure comprising a number of boards and committees which bring together alumni representatives and Henley staff. Henley convenes an Alumni and Development Board to work with the Dean to engage alumni in the delivery of Henley's strategic objectives, as well as to represent alumni interests to the Strategy Board, Henley's external 'Advisory Board'. Henley also convenes an International Alumni Board, with the aim to enhance the partnership between Henley and its 30 International Alumni Chapters, to enhance links between those Chapters and to begin to collaboratively develop an Alumni International Strategy. The International Alumni Board first met in 2018 and since that time it has met regularly to agree action plans for the following 12 months that set out to further increase the level of international alumni activities and engagement opportunities, many of which have an RME focus.

Henley runs an annual career outcomes survey with its Pre-experience Postgraduate programme alumni 12 months after graduation, the purpose of which is to better understand the career progress and destinations of graduates for internal analysis purposes and to develop our careers support. As part of the latest edition of the survey run in October 2023 with our 2022 graduating class, we embedded a question to track whether our graduates had chosen positions in companies or areas with activities associated to sustainability and/or CSR. The survey was completed by just over

34% of our graduates, with 95% in employment or further graduate studies. 78% of respondents provided an answer to this additional question. Data reveals that 9% of respondents hold a position directly related to sustainability and Corporate Social Responsibility (CSR), while 45% of respondents indicate that their current career path, while not fully related to sustainability and CSR, allows them to be exposed and gain experience in these areas. Moreover, 11.4% of respondents work for companies that have sustainability and responsible management at the core of what their activities. This data provides us with confidence that Henley is equipping its students with the skills and attributes to excel in sustainability and responsible management roles and influence companies in the adoption of responsible management practices.

Henley runs an alumni mentoring programme, in which existing students are paired with an alumni mentor. In 2023-24 there were almost 350 Mentoring partnerships across both Undergraduate and Postgraduate programmes, delivering over 8,400 mentoring hours. Overall therefore, Henley's alumni network makes a very significant contribution to the student experience: during the 2022-23, over 10,000 hours were delivered by more than 800 volunteers who are recognised through annual awards and a virtual certificate for their LinkedIn profile.

In 2022-23 Henley recommenced a full programme of in-person events. These included alumni learning and networking opportunities, international chapter events, and engagement events to connect the current students with the alumni network. It was further enhanced by online provision to continue to engage the international audience. Henley is focussing as many of its events as possible on specific areas of societal impact, to ensure that participants are equipped to make a difference in their own communities and businesses. This is done under the umbrella of an annual theme: *Sustainability and Societal Impact* in 2021-22 and *Leadership for a Fairer World* in 2022-23, culminating in the Henley Leadership Impact Festival where almost 70 delegates joined together to explore the development of leadership and discover how to have a tangible impact on their own leadership context. Panellists included a range of CEOs and leaders of international corporations, many of whom were alumni. 2023-24 was designated as the Year of the *World of Work* and the focus of the alumni events was on understanding some of the most significant issues facing the workplace and how our connections and partnerships can help with this.

### **The 30% Club**

Sponsor of the Henley Business School and The 30% Club [Women in Leadership Scholarship](#) for entry onto the Henley MBA programme.

### **PRME London and South East Network**

As part of the PRME London and South East Network Henley staff regularly presents and shares good practice in the advancement of responsible management education and practice. More detail is provided in the Narrative for this SiP Report titled 'Description of the relationship between Henley and relevant identified institutions'.

### **Diversily**

A partnership established with Diversily, a leading inclusion consultancy, to support the ongoing development of Diversily's [Inclusive Innovation Playbook](#), a comprehensive guide to building accessible digital products and services that help individuals and companies incorporate inclusive practices into their work. This partnership has grown out of research undertaken by Henley's Postgraduate students; it is expected that ongoing research will make the Playbook even more impactful for organisations.



Problem solving: joint problem-solving with external partners in a purposeful relationship

## Statement

**Title:** Partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

**Description:** This Object document provides a range of key examples of Henley's partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

**Date:** 24/07/2024

**Language:** English

**Sharing Rights:** PRME  
Community

**Relevant Stakeholders:**  
Various (students, our staff, international partners and networks, communities, education, accrediting bodies, PRME and its signatories, our alumni etc)

**Purpose:** This document sets out examples of Henley's RME-focussed partnerships

# Partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

## Overview

At Henley Business School level there are currently over 150 active partnerships, including teaching and education partnerships (50), research collaborations (49), executive education (18) and a variety of partnerships related to the supply of educational equipment's, materials and services, including student recruitment, student visits and more. Overall, these partnerships span 37 countries and 5 continents. Many of these education and teaching, research collaborations and executive education partnerships aim at least in part, to "advance responsible and accountable management education, research and practices". A number of these partnerships have the advancement of responsible management education, research and practice at their core.

## Further Analysis of Partnerships with examples involving focus on informing, dialoguing, problem solving, acting and governance.

The vast majority of the Henley Partnerships include elements relating to "informing", "dialoguing", "problem-solving" and "acting" and some partnerships have formal governance arrangements, while others do not. The following sections list and outline key partnerships in each group that are primarily dedicated at advancing responsible management education and practice.

**Table 1**, below, provides an overview of the selected partnerships and their relative emphasis on "informing", "dialoguing", "problem solving" and "acting", as well as whether these are governed by formal rules of engagement.

**Table 1:** Overview and Mapping of Selected Partnerships

	Main Focus				
Partnership Type / Name (examples)	Informing	Dialoguing	Problem-Solving	Acting	
Education & Learning					
Politecnico di Milano – Joint MSc	●			●	●
Apprenticeship Programmes	●			●	●
Executive Education					
Government Property Leadership Programme	●			●	

Coca-Cola Beverages South Africa	•			•	
MultiChoice Talent Factory	•			•	
Standard Bank Accelerator	•			•	
West Africa initiatives	•			•	
<b>Research</b>					
Knowledge Transfer Partnerships (KTPs)			•		
Research Impact Case Studies	•	•	•	•	
Other research centre partnerships	•	•	•	•	
<b>Other Partnerships</b>					
Ranking and Accreditation Bodies (e.g. Financial Times)		•			•
Henley Alumni Partnerships	•	•			•
The 30% Club				•	
PRME London and South East Network	•	•			
Diversily			•	•	

## 1. Education and Learning Partnerships

### POLIMI, the School of Management of the Politecnico di Milano

Henley has a number of formal partnerships with international Higher Education Institutions to deliver joint degree programmes. Whilst these are not wholly RME-focussed, the joint [MSc in International Business and Digital Transformation](#) with POLIMI, the School of Management of the Politecnico di Milano, aims to create graduates who will have developed an international and multicultural perspective on business and the impact of digital transformation, as well as developing the managerial, professional and ethical skills required to become an effective global citizen in an international organisation facing digital transformation.

This programme is part of a broader partnership with POLIMI linked to the [Dunning Centre for International Business](#) within Henley. The Dunning Centre is widely viewed as the world's leading centre for research in the area of International Business; as well as the original centre based at Henley in the UK, it now also incorporates partnerships with POLIMI, where the [Dunning Centre Europe](#) is based, and with Henley Africa for the [Dunning Centre Africa](#). Across the three locations, research considers the different social structures that populate the international business environment, focussing on the action of relevant actors and the outcomes at different levels of analysis; particular attention is given to societal challenges including compliance, geopolitics, digitalisation, green transition and cultural transitions, that influence and are influenced by the activities of firms. From a Governance perspective, the work of the Dunning Centre and its partnerships is overseen by the Director and Assistance Director, working alongside the Board of the Dunning Centre.

### Henley Global Executive MBA programme

Henley's Global Executive MBA programme includes a key activity which greatly enhances students' knowledge, understanding and experience in the areas of ethics, responsibility and sustainability. Through its links in South Africa, facilitated by Henley Africa, Henley has for many years run a one week Study Visit which draws upon partnerships with a wide range of local organisations. Students work with and provide free consultancy for local charities and other Not-



For-Profit organisations in relatively deprived parts of Cape Town, and produce a Management Report which forms the basis of their assessment for the module. Coming towards the end of the programme, this Study Visit integrates knowledge from a range of earlier modules and is often described by students as transformative and life-changing, revising their views about the Not-For-Profit sector and providing a strong sense of engagement and societal relevance to the learning provided by Henley.

### **Apprenticeship programmes**

Working in partnership with around 150 corporate employer clients, Henley delivers a portfolio of seven [Apprenticeship programmes](#), which are work-based learning programmes developed in accordance with nationally-agreed Standards. These are developed by employer groups for specific job roles and set out what an apprentice will do and the skills required of them in relation to that role. All of Henley's Apprenticeship programmes include elements which are RME-focussed both in the curricula but also in terms of entry criteria for these programmes. Many students enter level 7 Master's programmes without necessitating previous degree-level qualifications; internal data suggests that in total around 400 learners have started a Henley Apprenticeship programme who would not have met the entry standards for a 'traditional' degree programme. In this sense the Apprenticeship programmes ensures reskilling and upskilling of the UK workforce, and importantly, they are an important instrument to promote equal opportunities, reduce inequalities, and promote social mobility.

From a Governance perspective, Henley's apprenticeship provision is overseen by a high-level Apprenticeship Board with operations coordinated and undertaken by an Apprenticeship Management Group. On a day-to-day basis, the operation is guided by the Workstream Leads Group, comprised of those who lead key areas of activity, who in turn feed into the Apprenticeship Management Group. An Employer Reference Group, consisting of key clients and potential key clients meets on a quarterly basis and provides input to programme development activities in response to new or existing apprenticeship criteria.

## **2. Executive Education Partnerships**

Through its Corporate Development team and proposition, executive education is central to the Henley Mission and Strategy, enhancing engagement with a wide range of organisations through being their end-to-end partner in organisational and people development. Henley's Custom executive education provision is significant and is designed in partnership with clients to enable them to achieve their organisational goals as well as develop capability in leadership and technical skills.

Ethics, Responsibility and Sustainability are key elements in executive education activities and it is increasingly the expectation of corporate clients that these are fully integrated into Henley's portfolio, as well as its operations to support the delivery of programmes. Contracts with corporate clients to deliver Custom programmes often include requirements to source and deliver products in an ethical and sustainable way, and stress the key importance of delivering learning with societal impact and social value, so that participants are provided with opportunities to develop in these areas. In alignment with global trends in the world of work, Custom clients ask Henley to include learning opportunities in topics such as work-life matters for participants and their teams, diversity, understanding mental health issues, and neurodiversity in adult learners.

### **Government Property Leadership Programme**

The UK Cabinet Office, one of Henley's key corporate clients, is working with Corporate Development to design and deliver programmes which aim to help the UK Government achieve its strategy for decarbonising all sectors of the UK economy to meet its net zero target by 2050. One such programme is the Government Property Leadership Programme, an innovative initiative aimed at developing leaders within the government property profession and equipping them with the necessary knowledge and skills to influence property-related policies and decisions. The programme, which is currently in its second cohort, is aligned with a number of the UK Government's strategic goals including achieving net-zero carbon emissions and emphasizes the development of sustainable leadership and evidence-based decision-making to support sustainable development across various sectors. Within their roles in



government property management, learners have a significant impact on sustainable growth through their decision-making and the evaluation of alternative solutions.

The programme's learning outcomes encompass a comprehensive understanding of the property lifecycle and leadership. It enables leaders to align operational decisions with long-term strategies and equips them to understand and influence the decision-making process. Additionally, participants learn to adapt to change, navigate complex and uncertain environments, enhance communication skills and foster effective collaboration. The programme emphasises the development of transferable skills such as strategic decision-making, effective influencing, communication at board level, empowering other leaders, critical reflective thinking, creativity, innovation and practical skills including contributing to decision-making, communicating technical issues to non-technical audiences, adapting to change, leading in uncertainty, and addressing differences in business and political cycles.

The Government Property Leadership Programme aligns closely with the PRME principles and contributes to the SDGs. The programme promotes the PRME principle of developing learners' critical reflective thinking and equipping them with evidence-based advice. By fostering a comprehensive understanding of the property lifecycle and emphasising strategic decision-making, the programme enables participants to make informed choices that align with sustainable development principles. In terms of the SDGs, the programme directly supports SDG 11: Sustainable Cities and Communities. By training leaders within the GPP, the programme equips them with the skills to evaluate alternative solutions and consider the implications of their decisions on sustainable growth and the levelling up agenda. The focus on communication, collaboration and adaptability also aligns with SDG 17: Partnerships for the Goals, as it encourages leaders to engage with stakeholders and address the complexities of business and political cycles. Furthermore, the programme indirectly contributes to other SDGs by emphasising the development of sustainable leadership and decision-making to support sustainable development across various sectors, including education (SDG 4), healthcare (SDG 3) and justice (SDG 16).

### Partnerships in Africa

With its Mission to 'build the people who build the businesses that build Africa', Henley Africa has undertaken several innovative programme developments in partnership with key regional employers to address significant challenges such as local talent access to senior leadership positions, gender balance, and local enterprise development. Some examples of the organisations we work with in such partnerships are as follows:

- *Coca-Cola Beverages South Africa*: Fund a customised management programme for their Black suppliers. See [Partner Press Release](#)
- *MultiChoice Talent Factory*: Funded programmes for young Black film students in SA, Kenya, Zambia and Nigeria. For an overview see: [Henley Africa Blogg](#)
- Henley Africa–Standard Bank and the Stanbic Acceleration programme: The programme supports the bank's future-ready transformation strategy which is aligned with the UN SDGs. It was awarded the silver 'medal' in the Talent Development category at the [2022 EFMD Excellence in Practice Awards \(EiP\)](#).

Since 2018, Henley has been developing its presence in West Africa and in particular in Nigeria, Ghana, Togo, and Benin, driven by delivery of in-person and virtual activity, the building of strong relationships and partnerships and significant PR impact. Henley sees this region as bringing particular opportunities. It also believes that it is able to make significant societal impact based on its expertise and its existing assets, not least the strong African identity that it has through Henley Africa; Henley's activities in West Africa are inspired and aligned with the Henley Africa Mission of *We build the people who build the businesses that build Africa*. However there is a specific local context, with Henley's activities focussing on entrepreneurship and youth unemployment which has nurtured a genuine positioning. Henley is therefore partnering with a number of academic, corporate and organisational partners in West Africa to promote entrepreneurship among young people. Henley is seeking to improve access to reliable technical and business education through reputable institutions, as well as providing coaching and mentoring. These activities also support the research that the Henley Centre for Entrepreneurship is conducting on entrepreneurship in the region. Henley's activities in West Africa encompasses:

- the development of partnerships with Lagos Business School in Nigeria and the Université de Lomé in Togo. The link with Lagos Business School aims to advance entrepreneurship in Africa through the broadly-based British Council-sponsored Nexus Project, as well as future joint delivery of a non-qualification *Doing Business in Africa* programme. With the Université de Lomé, the intention is the development of 'L'institut Afrique-Europe de l'Innovation et des Métiers' jointly between the Université, the University of Reading and Henley which will have a number of components, including the development of a business school;
- delivery of a currently small portfolio of executive education programmes;
- partnerships with local entrepreneurial hubs in Nigeria, to establish entrepreneurship incubators and accelerators, as well as to deliver training to local entrepreneurs; and
- partnerships with African corporates to support projects as well as to receive Henley training.

### 3. Research Partnerships

Research centres at Henley Business School celebrate specific partnerships with external organisations of varying nature, often with the aim of advancing responsible management education and practice. Among these, we highlight the Knowledge Transfer Partnerships (KTPs) and Research Impact Case Studies.

#### Knowledge Transfer Partnerships (KTPs)

Over the last few years Henley Business School academics have engaged in a number of KTPs which directly or indirectly have contributed to enhancing responsible management practice. One recent example, includes a project led by Professor Chris Brooks from Henley's International Capital Markets Association Centre and Fintech company Dynamic Planner. This project has been rated 'outstanding' by Innovate UK. It used novel insights from behavioural finance and quantitative analysis of large data sets to provide new products for Independent Financial Advisors and Fund Managers which improved retail investor decision-making. Henley's KTPs are co-ordinated by the University's [Knowledge Transfer Centre \(KTC\)](#).

#### Research Impact Case Studies

Research impact case studies often involve partnerships with private, public and third sector organisations. These have been fully considered and reported under the RESEARCH principle of PRME SIP 2.0.

#### Other Research Centre Partnerships

Some partnerships bridge between this principle and the PRME principle Research, for example via the Dunning Centre for International Business, Henley Africa and other local partnerships. We offer a number of initiatives which integrate dialoguing, informing and partnering aspects with an impact in Africa and Development agendas. Henley UK and Henley Africa are working together strategically to build research capacity and [research activity in South Africa](#). The aim is to develop a multi-disciplinary culture and environment that co-creates knowledge and delivers research with impact which, whilst it has an African focus, has relevance beyond the continent. Whilst this initiative is at an early stage, a number of research outputs have already been produced and five research centres have been established, of which three are sister centres to those based in the UK: the Dunning Africa Centre, the Henley Africa Centre for Leadership, and the John Madejski Centre for Reputation Africa. As well as academic outputs, research is multidisciplinary, often practice and practitioner-focused and is geared towards the production of actionable research including white papers and teaching case studies.

Other aspects of what we do bridging the Partner principle and Research-related partnerships might be from those of our Research Centres that collaborate closely with organisations, including where they have a 'Membership' model – organisations pay Henley a fee and co-create research. These include the [John Madejski Centre for Reputation](#), the [Henley Centre for Customer Management](#) and the [Henley Partnership](#).

For example, the John Madejski Centre for Reputation (JMRC) works in partnership with organisations to deliver tangible impact and solutions that advance responsible management practice:

- The [JMRC Impact Partnership](#) connects more than 100 NGO's from South Africa with global leaders from Henley's network and has been active for 17 years. It exists to continue and extend the relationships built during the Henley MBA Reputation and Responsibility Immersion Visit and provides a trusted infrastructure for leaders to continue to share, develop and grow together, supporting one another and working on projects of their choice. In doing so we aim to enhance the development of leaders and the positive social impacts made by their organisations. NGO's include the Colleges of Medicine, South Africa, which sets the medical standards for medical professionals across South Africa. Our partnership is helping to improve uptake of medical standards and medical outcomes. It also includes the following organisations: *Back-a-Buddy*, South Africa's largest charitable giving platform which is helping to drive fundraising for projects; *The National Shelter Movement of South Africa*, helping the organisation campaign against gender-based violence; *Mamelani*, helping organisations to bring about policy change to provide statutory support for children in care. The JMRC Impact partnership holds regular meetings online, which means that there is a governance aspect, where partners' aspirations, concerns and progress are debated.
- **Partnership with South London and Maudsley NHS Foundation Trust and Sussex Partnership Foundation Trust:** A multistakeholder approach to building better mental health outcomes, which has been working at board level for more than five years. It encompasses a research partnership with the John Madejski Centre for Reputation, which helps these NHS Foundation Trusts to deliver positive mental health outcomes by drawing on the different perspectives of staff, patients and the community. The work guides relationships internally and with community partners.

## 4. Other Partnership examples

### Ranking and Accreditation Bodies

We also include under the Governance and Dialoguing headings the partnerships we hold with the accreditation and ranking bodies, in particular with the rankings publishers. Our collaboration on an annual basis supports the development of their methodologies to measure the qualities necessary for quality business education, and to better represent the evolving business education landscape. An example of this is how the *Financial Times* has been placing a growing emphasis and weighting on the Environmental, Social, and Governance (ESG) content in the EMBA curriculum, pushing them and us to be more responsible and sustainable educators.

In 2022, Henley's Dean was one of the 32 participants drawn from business, the social sector, government, and academia working in partnership in the [AACSB Accelerator programme](#) to build a societal impact leadership framework and competency structure.

### Henley Alumni partnerships

With more than 97,000 alumni in over 160 countries worldwide, [engaging with its global alumni community](#) is a key part of Henley's strategy. Oversight of Henley's alumni community and its alumni activity is through a governance structure comprising a number of boards and committees which bring together alumni representatives and Henley staff. Henley convenes an Alumni and Development Board to work with the Dean to engage alumni in the delivery of Henley's strategic objectives, as well as to represent alumni interests to the Strategy Board, Henley's external 'Advisory Board'. Henley also convenes an International Alumni Board, with the aim to enhance the partnership between Henley and its 30 International Alumni Chapters, to enhance links between those Chapters and to begin to collaboratively develop an Alumni International Strategy. The International Alumni Board first met in 2018 and since that time it has met regularly to agree action plans for the following 12 months that set out to further increase the level of international alumni activities and engagement opportunities, many of which have an RME focus.

Henley runs an annual career outcomes survey with its Pre-experience Postgraduate programme alumni 12 months after graduation, the purpose of which is to better understand the career progress and destinations of graduates for internal analysis purposes and to develop our careers support. As part of the latest edition of the survey run in October 2023 with our 2022 graduating class, we embedded a question to track whether our graduates had chosen positions in companies or areas with activities associated to sustainability and/or CSR. The survey was completed by just over

34% of our graduates, with 95% in employment or further graduate studies. 78% of respondents provided an answer to this additional question. Data reveals that 9% of respondents hold a position directly related to sustainability and Corporate Social Responsibility (CSR), while 45% of respondents indicate that their current career path, while not fully related to sustainability and CSR, allows them to be exposed and gain experience in these areas. Moreover, 11.4% of respondents work for companies that have sustainability and responsible management at the core of what their activities. This data provides us with confidence that Henley is equipping its students with the skills and attributes to excel in sustainability and responsible management roles and influence companies in the adoption of responsible management practices.

Henley runs an alumni mentoring programme, in which existing students are paired with an alumni mentor. In 2023-24 there were almost 350 Mentoring partnerships across both Undergraduate and Postgraduate programmes, delivering over 8,400 mentoring hours. Overall therefore, Henley's alumni network makes a very significant contribution to the student experience: during the 2022-23, over 10,000 hours were delivered by more than 800 volunteers who are recognised through annual awards and a virtual certificate for their LinkedIn profile.

In 2022-23 Henley recommenced a full programme of in-person events. These included alumni learning and networking opportunities, international chapter events, and engagement events to connect the current students with the alumni network. It was further enhanced by online provision to continue to engage the international audience. Henley is focussing as many of its events as possible on specific areas of societal impact, to ensure that participants are equipped to make a difference in their own communities and businesses. This is done under the umbrella of an annual theme: *Sustainability and Societal Impact* in 2021-22 and *Leadership for a Fairer World* in 2022-23, culminating in the Henley Leadership Impact Festival where almost 70 delegates joined together to explore the development of leadership and discover how to have a tangible impact on their own leadership context. Panellists included a range of CEOs and leaders of international corporations, many of whom were alumni. 2023-24 was designated as the Year of the *World of Work* and the focus of the alumni events was on understanding some of the most significant issues facing the workplace and how our connections and partnerships can help with this.

### **The 30% Club**

Sponsor of the Henley Business School and The 30% Club [Women in Leadership Scholarship](#) for entry onto the Henley MBA programme.

### **PRME London and South East Network**

As part of the PRME London and South East Network Henley staff regularly presents and shares good practice in the advancement of responsible management education and practice. More detail is provided in the Narrative for this SiP Report titled 'Description of the relationship between Henley and relevant identified institutions'.

### **Diversily**

A partnership established with Diversily, a leading inclusion consultancy, to support the ongoing development of Diversily's [Inclusive Innovation Playbook](#), a comprehensive guide to building accessible digital products and services that help individuals and companies incorporate inclusive practices into their work. This partnership has grown out of research undertaken by Henley's Postgraduate students; it is expected that ongoing research will make the Playbook even more impactful for organisations.

# Partnerships to advance responsible education, research and practice

## Impact Purpose

Henley Business School has over 150 partnerships in the areas of teaching and education, research, and executive education which aim to advance responsible and accountable management education, research and practice through Informing, Dialoguing, Problem-solving and Acting.

## Impact Statement

At Henley Business School level there are currently over 150 active partnerships, including teaching and education partnerships (50), research collaborations (49), executive education (18) and a variety of partnerships related to the supply of educational equipment's, materials and services, including student recruitment, student visits and more. Overall, these partnerships span 37 countries and 5 continents. Many of these education and teaching, research collaborations and executive education partnerships aim at least in part, to "advance responsible and accountable management education and practices". A number of these partnerships have the advancement of responsible management education and practice at its core.

The vast majority of the Henley Partnerships include elements relating to "informing", "dialoguing", "problem-solving" and "acting" and some partnerships have formal governance arrangements, while others do not. The attached Object document lists and outlines key partnerships in each group that are primarily dedicated at advancing responsible management education, research and practice.

**Applicable Date Range**  
July 24, 2024 - July 24, 2025

**Owner**  
David Stannard

**Contributors**  
David Stannard, Filipe Morais

**Sharing rights**  
PRME Community

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible Management Education



Acting: working collaboratively to enact change



Statement

**Title:** Partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

**Description:** This Object document provides a range of key examples of Henley's partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

**Date:** 24/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Relevant Stakeholders:** Various (students, our staff, international partners and networks, communities, education, accrediting bodies, PRME and its signatories, our alumni etc)

**Purpose:** This document sets out examples of Henley's RME-focussed partnerships

Partnerships to advance responsible education, research and practice

Impact Purpose

Henley Business School has over 150 partnerships in the areas of teaching and education, research, and executive education which aim to advance responsible and accountable management education, research and practice through Informing, Dialoguing, Problem-solving and Acting.

Impact Statement

At Henley Business School level there are currently over 150 active partnerships, including teaching and education partnerships (50), research collaborations (49), executive education (18) and a variety of partnerships related to the supply of educational equipment's, materials and services, including student recruitment, student visits and more. Overall, these partnerships span 37 countries and 5 continents. Many of these education and teaching, research collaborations and executive education partnerships aim at least in part, to "advance responsible and accountable management education and practices". A number of these partnerships have the advancement of responsible management education and practice at its core.

The vast majority of the Henley Partnerships include elements relating to "informing", "dialoguing", "problem-solving" and "acting" and some partnerships have formal governance arrangements, while others do not. The attached Object document lists and outlines key partnerships in each group that are primarily dedicated at advancing responsible management education, research and practice.

**Applicable Date Range**  
July 24, 2024 - July 24, 2025

**Owner**  
David Stannard

**Contributors**  
David Stannard, Filipe Morais

**Sharing rights**  
PRME Community

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible Management Education

# Partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

## Overview

At Henley Business School level there are currently over 150 active partnerships, including teaching and education partnerships (50), research collaborations (49), executive education (18) and a variety of partnerships related to the supply of educational equipment's, materials and services, including student recruitment, student visits and more. Overall, these partnerships span 37 countries and 5 continents. Many of these education and teaching, research collaborations and executive education partnerships aim at least in part, to "advance responsible and accountable management education, research and practices". A number of these partnerships have the advancement of responsible management education, research and practice at their core.

## Further Analysis of Partnerships with examples involving focus on informing, dialoguing, problem solving, acting and governance.

The vast majority of the Henley Partnerships include elements relating to "informing", "dialoguing", "problem-solving" and "acting" and some partnerships have formal governance arrangements, while others do not. The following sections list and outline key partnerships in each group that are primarily dedicated at advancing responsible management education and practice.

**Table 1**, below, provides an overview of the selected partnerships and their relative emphasis on "informing", "dialoguing", "problem solving" and "acting", as well as whether these are governed by formal rules of engagement.

**Table 1:** Overview and Mapping of Selected Partnerships

	Main Focus				
Partnership Type / Name (examples)	Informing	Dialoguing	Problem-Solving	Acting	
Education & Learning					
Politecnico di Milano – Joint MSc	●			●	●
Apprenticeship Programmes	●			●	●
Executive Education					
Government Property Leadership Programme	●			●	



Coca-Cola Beverages South Africa	•			•	
MultiChoice Talent Factory	•			•	
Standard Bank Accelerator	•			•	
West Africa initiatives	•			•	
<b>Research</b>					
Knowledge Transfer Partnerships (KTPs)			•		
Research Impact Case Studies	•	•	•	•	
Other research centre partnerships	•	•	•	•	
<b>Other Partnerships</b>					
Ranking and Accreditation Bodies (e.g. Financial Times)		•			•
Henley Alumni Partnerships	•	•			•
The 30% Club				•	
PRME London and South East Network	•	•			
Diversily			•	•	

## 1. Education and Learning Partnerships

### POLIMI, the School of Management of the Politecnico di Milano

Henley has a number of formal partnerships with international Higher Education Institutions to deliver joint degree programmes. Whilst these are not wholly RME-focussed, the joint [MSc in International Business and Digital Transformation](#) with POLIMI, the School of Management of the Politecnico di Milano, aims to create graduates who will have developed an international and multicultural perspective on business and the impact of digital transformation, as well as developing the managerial, professional and ethical skills required to become an effective global citizen in an international organisation facing digital transformation.

This programme is part of a broader partnership with POLIMI linked to the [Dunning Centre for International Business](#) within Henley. The Dunning Centre is widely viewed as the world's leading centre for research in the area of International Business; as well as the original centre based at Henley in the UK, it now also incorporates partnerships with POLIMI, where the [Dunning Centre Europe](#) is based, and with Henley Africa for the [Dunning Centre Africa](#). Across the three locations, research considers the different social structures that populate the international business environment, focussing on the action of relevant actors and the outcomes at different levels of analysis; particular attention is given to societal challenges including compliance, geopolitics, digitalisation, green transition and cultural transitions, that influence and are influenced by the activities of firms. From a Governance perspective, the work of the Dunning Centre and its partnerships is overseen by the Director and Assistance Director, working alongside the Board of the Dunning Centre.

### Henley Global Executive MBA programme

Henley's Global Executive MBA programme includes a key activity which greatly enhances students' knowledge, understanding and experience in the areas of ethics, responsibility and sustainability. Through its links in South Africa, facilitated by Henley Africa, Henley has for many years run a one week Study Visit which draws upon partnerships with a wide range of local organisations. Students work with and provide free consultancy for local charities and other Not-

For-Profit organisations in relatively deprived parts of Cape Town, and produce a Management Report which forms the basis of their assessment for the module. Coming towards the end of the programme, this Study Visit integrates knowledge from a range of earlier modules and is often described by students as transformative and life-changing, revising their views about the Not-For-Profit sector and providing a strong sense of engagement and societal relevance to the learning provided by Henley.

### **Apprenticeship programmes**

Working in partnership with around 150 corporate employer clients, Henley delivers a portfolio of seven [Apprenticeship programmes](#), which are work-based learning programmes developed in accordance with nationally-agreed Standards. These are developed by employer groups for specific job roles and set out what an apprentice will do and the skills required of them in relation to that role. All of Henley's Apprenticeship programmes include elements which are RME-focussed both in the curricula but also in terms of entry criteria for these programmes. Many students enter level 7 Master's programmes without necessitating previous degree-level qualifications; internal data suggests that in total around 400 learners have started a Henley Apprenticeship programme who would not have met the entry standards for a 'traditional' degree programme. In this sense the Apprenticeship programmes ensures reskilling and upskilling of the UK workforce, and importantly, they are an important instrument to promote equal opportunities, reduce inequalities, and promote social mobility.

From a Governance perspective, Henley's apprenticeship provision is overseen by a high-level Apprenticeship Board with operations coordinated and undertaken by an Apprenticeship Management Group. On a day-to-day basis, the operation is guided by the Workstream Leads Group, comprised of those who lead key areas of activity, who in turn feed into the Apprenticeship Management Group. An Employer Reference Group, consisting of key clients and potential key clients meets on a quarterly basis and provides input to programme development activities in response to new or existing apprenticeship criteria.

## **2. Executive Education Partnerships**

Through its Corporate Development team and proposition, executive education is central to the Henley Mission and Strategy, enhancing engagement with a wide range of organisations through being their end-to-end partner in organisational and people development. Henley's Custom executive education provision is significant and is designed in partnership with clients to enable them to achieve their organisational goals as well as develop capability in leadership and technical skills.

Ethics, Responsibility and Sustainability are key elements in executive education activities and it is increasingly the expectation of corporate clients that these are fully integrated into Henley's portfolio, as well as its operations to support the delivery of programmes. Contracts with corporate clients to deliver Custom programmes often include requirements to source and deliver products in an ethical and sustainable way, and stress the key importance of delivering learning with societal impact and social value, so that participants are provided with opportunities to develop in these areas. In alignment with global trends in the world of work, Custom clients ask Henley to include learning opportunities in topics such as work-life matters for participants and their teams, diversity, understanding mental health issues, and neurodiversity in adult learners.

### **Government Property Leadership Programme**

The UK Cabinet Office, one of Henley's key corporate clients, is working with Corporate Development to design and deliver programmes which aim to help the UK Government achieve its strategy for decarbonising all sectors of the UK economy to meet its net zero target by 2050. One such programme is the Government Property Leadership Programme, an innovative initiative aimed at developing leaders within the government property profession and equipping them with the necessary knowledge and skills to influence property-related policies and decisions. The programme, which is currently in its second cohort, is aligned with a number of the UK Government's strategic goals including achieving net-zero carbon emissions and emphasizes the development of sustainable leadership and evidence-based decision-making to support sustainable development across various sectors. Within their roles in

government property management, learners have a significant impact on sustainable growth through their decision-making and the evaluation of alternative solutions.

The programme's learning outcomes encompass a comprehensive understanding of the property lifecycle and leadership. It enables leaders to align operational decisions with long-term strategies and equips them to understand and influence the decision-making process. Additionally, participants learn to adapt to change, navigate complex and uncertain environments, enhance communication skills and foster effective collaboration. The programme emphasises the development of transferable skills such as strategic decision-making, effective influencing, communication at board level, empowering other leaders, critical reflective thinking, creativity, innovation and practical skills including contributing to decision-making, communicating technical issues to non-technical audiences, adapting to change, leading in uncertainty, and addressing differences in business and political cycles.

The Government Property Leadership Programme aligns closely with the PRME principles and contributes to the SDGs. The programme promotes the PRME principle of developing learners' critical reflective thinking and equipping them with evidence-based advice. By fostering a comprehensive understanding of the property lifecycle and emphasising strategic decision-making, the programme enables participants to make informed choices that align with sustainable development principles. In terms of the SDGs, the programme directly supports SDG 11: Sustainable Cities and Communities. By training leaders within the GPP, the programme equips them with the skills to evaluate alternative solutions and consider the implications of their decisions on sustainable growth and the levelling up agenda. The focus on communication, collaboration and adaptability also aligns with SDG 17: Partnerships for the Goals, as it encourages leaders to engage with stakeholders and address the complexities of business and political cycles. Furthermore, the programme indirectly contributes to other SDGs by emphasising the development of sustainable leadership and decision-making to support sustainable development across various sectors, including education (SDG 4), healthcare (SDG 3) and justice (SDG 16).

### Partnerships in Africa

With its Mission to 'build the people who build the businesses that build Africa', Henley Africa has undertaken several innovative programme developments in partnership with key regional employers to address significant challenges such as local talent access to senior leadership positions, gender balance, and local enterprise development. Some examples of the organisations we work with in such partnerships are as follows:

- *Coca-Cola Beverages South Africa*: Fund a customised management programme for their Black suppliers. See [Partner Press Release](#)
- *MultiChoice Talent Factory*: Funded programmes for young Black film students in SA, Kenya, Zambia and Nigeria. For an overview see: [Henley Africa Blogg](#)
- Henley Africa–Standard Bank and the Stanbic Acceleration programme: The programme supports the bank's future-ready transformation strategy which is aligned with the UN SDGs. It was awarded the silver 'medal' in the Talent Development category at the [2022 EFMD Excellence in Practice Awards \(EiP\)](#).

Since 2018, Henley has been developing its presence in West Africa and in particular in Nigeria, Ghana, Togo, and Benin, driven by delivery of in-person and virtual activity, the building of strong relationships and partnerships and significant PR impact. Henley sees this region as bringing particular opportunities. It also believes that it is able to make significant societal impact based on its expertise and its existing assets, not least the strong African identity that it has through Henley Africa; Henley's activities in West Africa are inspired and aligned with the Henley Africa Mission of *We build the people who build the businesses that build Africa*. However there is a specific local context, with Henley's activities focussing on entrepreneurship and youth unemployment which has nurtured a genuine positioning. Henley is therefore partnering with a number of academic, corporate and organisational partners in West Africa to promote entrepreneurship among young people. Henley is seeking to improve access to reliable technical and business education through reputable institutions, as well as providing coaching and mentoring. These activities also support the research that the Henley Centre for Entrepreneurship is conducting on entrepreneurship in the region. Henley's activities in West Africa encompasses:

- the development of partnerships with Lagos Business School in Nigeria and the Université de Lomé in Togo. The link with Lagos Business School aims to advance entrepreneurship in Africa through the broadly-based British Council-sponsored Nexus Project, as well as future joint delivery of a non-qualification *Doing Business in Africa* programme. With the Université de Lomé, the intention is the development of 'L'institut Afrique-Europe de l'Innovation et des Métiers' jointly between the Université, the University of Reading and Henley which will have a number of components, including the development of a business school;
- delivery of a currently small portfolio of executive education programmes;
- partnerships with local entrepreneurial hubs in Nigeria, to establish entrepreneurship incubators and accelerators, as well as to deliver training to local entrepreneurs; and
- partnerships with African corporates to support projects as well as to receive Henley training.

### 3. Research Partnerships

Research centres at Henley Business School celebrate specific partnerships with external organisations of varying nature, often with the aim of advancing responsible management education and practice. Among these, we highlight the Knowledge Transfer Partnerships (KTPs) and Research Impact Case Studies.

#### Knowledge Transfer Partnerships (KTPs)

Over the last few years Henley Business School academics have engaged in a number of KTPs which directly or indirectly have contributed to enhancing responsible management practice. One recent example, includes a project led by Professor Chris Brooks from Henley's International Capital Markets Association Centre and Fintech company Dynamic Planner. This project has been rated 'outstanding' by Innovate UK. It used novel insights from behavioural finance and quantitative analysis of large data sets to provide new products for Independent Financial Advisors and Fund Managers which improved retail investor decision-making. Henley's KTPs are co-ordinated by the University's [Knowledge Transfer Centre \(KTC\)](#).

#### Research Impact Case Studies

Research impact case studies often involve partnerships with private, public and third sector organisations. These have been fully considered and reported under the RESEARCH principle of PRME SIP 2.0.

#### Other Research Centre Partnerships

Some partnerships bridge between this principle and the PRME principle Research, for example via the Dunning Centre for International Business, Henley Africa and other local partnerships. We offer a number of initiatives which integrate dialoguing, informing and partnering aspects with an impact in Africa and Development agendas. Henley UK and Henley Africa are working together strategically to build research capacity and [research activity in South Africa](#). The aim is to develop a multi-disciplinary culture and environment that co-creates knowledge and delivers research with impact which, whilst it has an African focus, has relevance beyond the continent. Whilst this initiative is at an early stage, a number of research outputs have already been produced and five research centres have been established, of which three are sister centres to those based in the UK: the Dunning Africa Centre, the Henley Africa Centre for Leadership, and the John Madejski Centre for Reputation Africa. As well as academic outputs, research is multidisciplinary, often practice and practitioner-focused and is geared towards the production of actionable research including white papers and teaching case studies.

Other aspects of what we do bridging the Partner principle and Research-related partnerships might be from those of our Research Centres that collaborate closely with organisations, including where they have a 'Membership' model – organisations pay Henley a fee and co-create research. These include the [John Madejski Centre for Reputation](#), the [Henley Centre for Customer Management](#) and the [Henley Partnership](#).

For example, the John Madejski Centre for Reputation (JMRC) works in partnership with organisations to deliver tangible impact and solutions that advance responsible management practice:

- The [JMRC Impact Partnership](#) connects more than 100 NGO's from South Africa with global leaders from Henley's network and has been active for 17 years. It exists to continue and extend the relationships built during the Henley MBA Reputation and Responsibility Immersion Visit and provides a trusted infrastructure for leaders to continue to share, develop and grow together, supporting one another and working on projects of their choice. In doing so we aim to enhance the development of leaders and the positive social impacts made by their organisations. NGO's include the Colleges of Medicine, South Africa, which sets the medical standards for medical professionals across South Africa. Our partnership is helping to improve uptake of medical standards and medical outcomes. It also includes the following organisations: *Back-a-Buddy*, South Africa's largest charitable giving platform which is helping to drive fundraising for projects; *The National Shelter Movement of South Africa*, helping the organisation campaign against gender-based violence; *Mamelani*, helping organisations to bring about policy change to provide statutory support for children in care. The JMRC Impact partnership holds regular meetings online, which means that there is a governance aspect, where partners' aspirations, concerns and progress are debated.
- **Partnership with South London and Maudsley NHS Foundation Trust and Sussex Partnership Foundation Trust:** A multistakeholder approach to building better mental health outcomes, which has been working at board level for more than five years. It encompasses a research partnership with the John Madejski Centre for Reputation, which helps these NHS Foundation Trusts to deliver positive mental health outcomes by drawing on the different perspectives of staff, patients and the community. The work guides relationships internally and with community partners.

## 4. Other Partnership examples

### Ranking and Accreditation Bodies

We also include under the Governance and Dialoguing headings the partnerships we hold with the accreditation and ranking bodies, in particular with the rankings publishers. Our collaboration on an annual basis supports the development of their methodologies to measure the qualities necessary for quality business education, and to better represent the evolving business education landscape. An example of this is how the *Financial Times* has been placing a growing emphasis and weighting on the Environmental, Social, and Governance (ESG) content in the EMBA curriculum, pushing them and us to be more responsible and sustainable educators.

In 2022, Henley's Dean was one of the 32 participants drawn from business, the social sector, government, and academia working in partnership in the [AACSB Accelerator programme](#) to build a societal impact leadership framework and competency structure.

### Henley Alumni partnerships

With more than 97,000 alumni in over 160 countries worldwide, [engaging with its global alumni community](#) is a key part of Henley's strategy. Oversight of Henley's alumni community and its alumni activity is through a governance structure comprising a number of boards and committees which bring together alumni representatives and Henley staff. Henley convenes an Alumni and Development Board to work with the Dean to engage alumni in the delivery of Henley's strategic objectives, as well as to represent alumni interests to the Strategy Board, Henley's external 'Advisory Board'. Henley also convenes an International Alumni Board, with the aim to enhance the partnership between Henley and its 30 International Alumni Chapters, to enhance links between those Chapters and to begin to collaboratively develop an Alumni International Strategy. The International Alumni Board first met in 2018 and since that time it has met regularly to agree action plans for the following 12 months that set out to further increase the level of international alumni activities and engagement opportunities, many of which have an RME focus.

Henley runs an annual career outcomes survey with its Pre-experience Postgraduate programme alumni 12 months after graduation, the purpose of which is to better understand the career progress and destinations of graduates for internal analysis purposes and to develop our careers support. As part of the latest edition of the survey run in October 2023 with our 2022 graduating class, we embedded a question to track whether our graduates had chosen positions in companies or areas with activities associated to sustainability and/or CSR. The survey was completed by just over



34% of our graduates, with 95% in employment or further graduate studies. 78% of respondents provided an answer to this additional question. Data reveals that 9% of respondents hold a position directly related to sustainability and Corporate Social Responsibility (CSR), while 45% of respondents indicate that their current career path, while not fully related to sustainability and CSR, allows them to be exposed and gain experience in these areas. Moreover, 11.4% of respondents work for companies that have sustainability and responsible management at the core of what their activities. This data provides us with confidence that Henley is equipping its students with the skills and attributes to excel in sustainability and responsible management roles and influence companies in the adoption of responsible management practices.

Henley runs an alumni mentoring programme, in which existing students are paired with an alumni mentor. In 2023-24 there were almost 350 Mentoring partnerships across both Undergraduate and Postgraduate programmes, delivering over 8,400 mentoring hours. Overall therefore, Henley's alumni network makes a very significant contribution to the student experience: during the 2022-23, over 10,000 hours were delivered by more than 800 volunteers who are recognised through annual awards and a virtual certificate for their LinkedIn profile.

In 2022-23 Henley recommenced a full programme of in-person events. These included alumni learning and networking opportunities, international chapter events, and engagement events to connect the current students with the alumni network. It was further enhanced by online provision to continue to engage the international audience. Henley is focussing as many of its events as possible on specific areas of societal impact, to ensure that participants are equipped to make a difference in their own communities and businesses. This is done under the umbrella of an annual theme: *Sustainability and Societal Impact* in 2021-22 and *Leadership for a Fairer World* in 2022-23, culminating in the Henley Leadership Impact Festival where almost 70 delegates joined together to explore the development of leadership and discover how to have a tangible impact on their own leadership context. Panellists included a range of CEOs and leaders of international corporations, many of whom were alumni. 2023-24 was designated as the Year of the *World of Work* and the focus of the alumni events was on understanding some of the most significant issues facing the workplace and how our connections and partnerships can help with this.

### **The 30% Club**

Sponsor of the Henley Business School and The 30% Club [Women in Leadership Scholarship](#) for entry onto the Henley MBA programme.

### **PRME London and South East Network**

As part of the PRME London and South East Network Henley staff regularly presents and shares good practice in the advancement of responsible management education and practice. More detail is provided in the Narrative for this SiP Report titled 'Description of the relationship between Henley and relevant identified institutions'.

### **Diversily**

A partnership established with Diversily, a leading inclusion consultancy, to support the ongoing development of Diversily's [Inclusive Innovation Playbook](#), a comprehensive guide to building accessible digital products and services that help individuals and companies incorporate inclusive practices into their work. This partnership has grown out of research undertaken by Henley's Postgraduate students; it is expected that ongoing research will make the Playbook even more impactful for organisations.



Governance: formalized rules of engagement that governs the type of resources exchanged, the desired outcomes or impacts, etc.

## Statement

**Title:** Partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

**Description:** This Object document provides a range of key examples of Henley's partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

**Date:** 24/07/2024

**Language:** English

**Sharing Rights:** PRME  
Community

**Relevant Stakeholders:**  
Various (students, our staff, international partners and networks, communities, education, accrediting bodies, PRME and its signatories, our alumni etc)

**Purpose:** This document sets out examples of Henley's RME-focussed partnerships



# Partnerships with business, government, civil society and academic to advance responsibility-related education, research and practice

## Overview

At Henley Business School level there are currently over 150 active partnerships, including teaching and education partnerships (50), research collaborations (49), executive education (18) and a variety of partnerships related to the supply of educational equipment's, materials and services, including student recruitment, student visits and more. Overall, these partnerships span 37 countries and 5 continents. Many of these education and teaching, research collaborations and executive education partnerships aim at least in part, to "advance responsible and accountable management education, research and practices". A number of these partnerships have the advancement of responsible management education, research and practice at their core.

## Further Analysis of Partnerships with examples involving focus on informing, dialoguing, problem solving, acting and governance.

The vast majority of the Henley Partnerships include elements relating to "informing", "dialoguing", "problem-solving" and "acting" and some partnerships have formal governance arrangements, while others do not. The following sections list and outline key partnerships in each group that are primarily dedicated at advancing responsible management education and practice.

**Table 1**, below, provides an overview of the selected partnerships and their relative emphasis on "informing", "dialoguing", "problem solving" and "acting", as well as whether these are governed by formal rules of engagement.

**Table 1:** Overview and Mapping of Selected Partnerships

	Main Focus				
Partnership Type / Name (examples)	Informing	Dialoguing	Problem-Solving	Acting	Governance
<b>Education &amp; Learning</b>					
Politecnico di Milano – Joint MSc	•			•	•
Apprenticeship Programmes	•			•	•
<b>Executive Education</b>					
Government Property Leadership Programme	•			•	

Coca-Cola Beverages South Africa	•			•	
MultiChoice Talent Factory	•			•	
Standard Bank Accelerator	•			•	
West Africa initiatives	•			•	
<b>Research</b>					
Knowledge Transfer Partnerships (KTPs)			•		
Research Impact Case Studies	•	•	•	•	
Other research centre partnerships	•	•	•	•	
<b>Other Partnerships</b>					
Ranking and Accreditation Bodies (e.g. Financial Times)		•			•
Henley Alumni Partnerships	•	•			•
The 30% Club				•	
PRME London and South East Network	•	•			
Diversily			•	•	

## 1. Education and Learning Partnerships

### POLIMI, the School of Management of the Politecnico di Milano

Henley has a number of formal partnerships with international Higher Education Institutions to deliver joint degree programmes. Whilst these are not wholly RME-focussed, the joint [MSc in International Business and Digital Transformation](#) with POLIMI, the School of Management of the Politecnico di Milano, aims to create graduates who will have developed an international and multicultural perspective on business and the impact of digital transformation, as well as developing the managerial, professional and ethical skills required to become an effective global citizen in an international organisation facing digital transformation.

This programme is part of a broader partnership with POLIMI linked to the [Dunning Centre for International Business](#) within Henley. The Dunning Centre is widely viewed as the world's leading centre for research in the area of International Business; as well as the original centre based at Henley in the UK, it now also incorporates partnerships with POLIMI, where the [Dunning Centre Europe](#) is based, and with Henley Africa for the [Dunning Centre Africa](#). Across the three locations, research considers the different social structures that populate the international business environment, focussing on the action of relevant actors and the outcomes at different levels of analysis; particular attention is given to societal challenges including compliance, geopolitics, digitalisation, green transition and cultural transitions, that influence and are influenced by the activities of firms. From a Governance perspective, the work of the Dunning Centre and its partnerships is overseen by the Director and Assistance Director, working alongside the Board of the Dunning Centre.

### Henley Global Executive MBA programme

Henley's Global Executive MBA programme includes a key activity which greatly enhances students' knowledge, understanding and experience in the areas of ethics, responsibility and sustainability. Through its links in South Africa, facilitated by Henley Africa, Henley has for many years run a one week Study Visit which draws upon partnerships with a wide range of local organisations. Students work with and provide free consultancy for local charities and other Not-

For-Profit organisations in relatively deprived parts of Cape Town, and produce a Management Report which forms the basis of their assessment for the module. Coming towards the end of the programme, this Study Visit integrates knowledge from a range of earlier modules and is often described by students as transformative and life-changing, revising their views about the Not-For-Profit sector and providing a strong sense of engagement and societal relevance to the learning provided by Henley.

### **Apprenticeship programmes**

Working in partnership with around 150 corporate employer clients, Henley delivers a portfolio of seven [Apprenticeship programmes](#), which are work-based learning programmes developed in accordance with nationally-agreed Standards. These are developed by employer groups for specific job roles and set out what an apprentice will do and the skills required of them in relation to that role. All of Henley's Apprenticeship programmes include elements which are RME-focussed both in the curricula but also in terms of entry criteria for these programmes. Many students enter level 7 Master's programmes without necessitating previous degree-level qualifications; internal data suggests that in total around 400 learners have started a Henley Apprenticeship programme who would not have met the entry standards for a 'traditional' degree programme. In this sense the Apprenticeship programmes ensures reskilling and upskilling of the UK workforce, and importantly, they are an important instrument to promote equal opportunities, reduce inequalities, and promote social mobility.

From a Governance perspective, Henley's apprenticeship provision is overseen by a high-level Apprenticeship Board with operations coordinated and undertaken by an Apprenticeship Management Group. On a day-to-day basis, the operation is guided by the Workstream Leads Group, comprised of those who lead key areas of activity, who in turn feed into the Apprenticeship Management Group. An Employer Reference Group, consisting of key clients and potential key clients meets on a quarterly basis and provides input to programme development activities in response to new or existing apprenticeship criteria.

## **2. Executive Education Partnerships**

Through its Corporate Development team and proposition, executive education is central to the Henley Mission and Strategy, enhancing engagement with a wide range of organisations through being their end-to-end partner in organisational and people development. Henley's Custom executive education provision is significant and is designed in partnership with clients to enable them to achieve their organisational goals as well as develop capability in leadership and technical skills.

Ethics, Responsibility and Sustainability are key elements in executive education activities and it is increasingly the expectation of corporate clients that these are fully integrated into Henley's portfolio, as well as its operations to support the delivery of programmes. Contracts with corporate clients to deliver Custom programmes often include requirements to source and deliver products in an ethical and sustainable way, and stress the key importance of delivering learning with societal impact and social value, so that participants are provided with opportunities to develop in these areas. In alignment with global trends in the world of work, Custom clients ask Henley to include learning opportunities in topics such as work-life matters for participants and their teams, diversity, understanding mental health issues, and neurodiversity in adult learners.

### **Government Property Leadership Programme**

The UK Cabinet Office, one of Henley's key corporate clients, is working with Corporate Development to design and deliver programmes which aim to help the UK Government achieve its strategy for decarbonising all sectors of the UK economy to meet its net zero target by 2050. One such programme is the Government Property Leadership Programme, an innovative initiative aimed at developing leaders within the government property profession and equipping them with the necessary knowledge and skills to influence property-related policies and decisions. The programme, which is currently in its second cohort, is aligned with a number of the UK Government's strategic goals including achieving net-zero carbon emissions and emphasizes the development of sustainable leadership and evidence-based decision-making to support sustainable development across various sectors. Within their roles in

government property management, learners have a significant impact on sustainable growth through their decision-making and the evaluation of alternative solutions.

The programme's learning outcomes encompass a comprehensive understanding of the property lifecycle and leadership. It enables leaders to align operational decisions with long-term strategies and equips them to understand and influence the decision-making process. Additionally, participants learn to adapt to change, navigate complex and uncertain environments, enhance communication skills and foster effective collaboration. The programme emphasises the development of transferable skills such as strategic decision-making, effective influencing, communication at board level, empowering other leaders, critical reflective thinking, creativity, innovation and practical skills including contributing to decision-making, communicating technical issues to non-technical audiences, adapting to change, leading in uncertainty, and addressing differences in business and political cycles.

The Government Property Leadership Programme aligns closely with the PRME principles and contributes to the SDGs. The programme promotes the PRME principle of developing learners' critical reflective thinking and equipping them with evidence-based advice. By fostering a comprehensive understanding of the property lifecycle and emphasising strategic decision-making, the programme enables participants to make informed choices that align with sustainable development principles. In terms of the SDGs, the programme directly supports SDG 11: Sustainable Cities and Communities. By training leaders within the GPP, the programme equips them with the skills to evaluate alternative solutions and consider the implications of their decisions on sustainable growth and the levelling up agenda. The focus on communication, collaboration and adaptability also aligns with SDG 17: Partnerships for the Goals, as it encourages leaders to engage with stakeholders and address the complexities of business and political cycles. Furthermore, the programme indirectly contributes to other SDGs by emphasising the development of sustainable leadership and decision-making to support sustainable development across various sectors, including education (SDG 4), healthcare (SDG 3) and justice (SDG 16).

### Partnerships in Africa

With its Mission to 'build the people who build the businesses that build Africa', Henley Africa has undertaken several innovative programme developments in partnership with key regional employers to address significant challenges such as local talent access to senior leadership positions, gender balance, and local enterprise development. Some examples of the organisations we work with in such partnerships are as follows:

- *Coca-Cola Beverages South Africa*: Fund a customised management programme for their Black suppliers. See [Partner Press Release](#)
- *MultiChoice Talent Factory*: Funded programmes for young Black film students in SA, Kenya, Zambia and Nigeria. For an overview see: [Henley Africa Blogg](#)
- Henley Africa–Standard Bank and the Stanbic Acceleration programme: The programme supports the bank's future-ready transformation strategy which is aligned with the UN SDGs. It was awarded the silver 'medal' in the Talent Development category at the [2022 EFMD Excellence in Practice Awards \(EiP\)](#).

Since 2018, Henley has been developing its presence in West Africa and in particular in Nigeria, Ghana, Togo, and Benin, driven by delivery of in-person and virtual activity, the building of strong relationships and partnerships and significant PR impact. Henley sees this region as bringing particular opportunities. It also believes that it is able to make significant societal impact based on its expertise and its existing assets, not least the strong African identity that it has through Henley Africa; Henley's activities in West Africa are inspired and aligned with the Henley Africa Mission of *We build the people who build the businesses that build Africa*. However there is a specific local context, with Henley's activities focussing on entrepreneurship and youth unemployment which has nurtured a genuine positioning. Henley is therefore partnering with a number of academic, corporate and organisational partners in West Africa to promote entrepreneurship among young people. Henley is seeking to improve access to reliable technical and business education through reputable institutions, as well as providing coaching and mentoring. These activities also support the research that the Henley Centre for Entrepreneurship is conducting on entrepreneurship in the region. Henley's activities in West Africa encompasses:

- the development of partnerships with Lagos Business School in Nigeria and the Université de Lomé in Togo. The link with Lagos Business School aims to advance entrepreneurship in Africa through the broadly-based British Council-sponsored Nexus Project, as well as future joint delivery of a non-qualification *Doing Business in Africa* programme. With the Université de Lomé, the intention is the development of 'L'institut Afrique-Europe de l'Innovation et des Métiers' jointly between the Université, the University of Reading and Henley which will have a number of components, including the development of a business school;
- delivery of a currently small portfolio of executive education programmes;
- partnerships with local entrepreneurial hubs in Nigeria, to establish entrepreneurship incubators and accelerators, as well as to deliver training to local entrepreneurs; and
- partnerships with African corporates to support projects as well as to receive Henley training.

### 3. Research Partnerships

Research centres at Henley Business School celebrate specific partnerships with external organisations of varying nature, often with the aim of advancing responsible management education and practice. Among these, we highlight the Knowledge Transfer Partnerships (KTPs) and Research Impact Case Studies.

#### Knowledge Transfer Partnerships (KTPs)

Over the last few years Henley Business School academics have engaged in a number of KTPs which directly or indirectly have contributed to enhancing responsible management practice. One recent example, includes a project led by Professor Chris Brooks from Henley's International Capital Markets Association Centre and Fintech company Dynamic Planner. This project has been rated 'outstanding' by Innovate UK. It used novel insights from behavioural finance and quantitative analysis of large data sets to provide new products for Independent Financial Advisors and Fund Managers which improved retail investor decision-making. Henley's KTPs are co-ordinated by the University's [Knowledge Transfer Centre \(KTC\)](#).

#### Research Impact Case Studies

Research impact case studies often involve partnerships with private, public and third sector organisations. These have been fully considered and reported under the RESEARCH principle of PRME SIP 2.0.

#### Other Research Centre Partnerships

Some partnerships bridge between this principle and the PRME principle Research, for example via the Dunning Centre for International Business, Henley Africa and other local partnerships. We offer a number of initiatives which integrate dialoguing, informing and partnering aspects with an impact in Africa and Development agendas. Henley UK and Henley Africa are working together strategically to build research capacity and [research activity in South Africa](#). The aim is to develop a multi-disciplinary culture and environment that co-creates knowledge and delivers research with impact which, whilst it has an African focus, has relevance beyond the continent. Whilst this initiative is at an early stage, a number of research outputs have already been produced and five research centres have been established, of which three are sister centres to those based in the UK: the Dunning Africa Centre, the Henley Africa Centre for Leadership, and the John Madejski Centre for Reputation Africa. As well as academic outputs, research is multidisciplinary, often practice and practitioner-focused and is geared towards the production of actionable research including white papers and teaching case studies.

Other aspects of what we do bridging the Partner principle and Research-related partnerships might be from those of our Research Centres that collaborate closely with organisations, including where they have a 'Membership' model – organisations pay Henley a fee and co-create research. These include the [John Madejski Centre for Reputation](#), the [Henley Centre for Customer Management](#) and the [Henley Partnership](#).

For example, the John Madejski Centre for Reputation (JMRC) works in partnership with organisations to deliver tangible impact and solutions that advance responsible management practice:



- The [JMRC Impact Partnership](#) connects more than 100 NGO's from South Africa with global leaders from Henley's network and has been active for 17 years. It exists to continue and extend the relationships built during the Henley MBA Reputation and Responsibility Immersion Visit and provides a trusted infrastructure for leaders to continue to share, develop and grow together, supporting one another and working on projects of their choice. In doing so we aim to enhance the development of leaders and the positive social impacts made by their organisations. NGO's include the Colleges of Medicine, South Africa, which sets the medical standards for medical professionals across South Africa. Our partnership is helping to improve uptake of medical standards and medical outcomes. It also includes the following organisations: *Back-a-Buddy*, South Africa's largest charitable giving platform which is helping to drive fundraising for projects; *The National Shelter Movement of South Africa*, helping the organisation campaign against gender-based violence; *Mamelani*, helping organisations to bring about policy change to provide statutory support for children in care. The JMRC Impact partnership holds regular meetings online, which means that there is a governance aspect, where partners' aspirations, concerns and progress are debated.
- **Partnership with South London and Maudsley NHS Foundation Trust and Sussex Partnership Foundation Trust:** A multistakeholder approach to building better mental health outcomes, which has been working at board level for more than five years. It encompasses a research partnership with the John Madejski Centre for Reputation, which helps these NHS Foundation Trusts to deliver positive mental health outcomes by drawing on the different perspectives of staff, patients and the community. The work guides relationships internally and with community partners.

## 4. Other Partnership examples

### Ranking and Accreditation Bodies

We also include under the Governance and Dialoguing headings the partnerships we hold with the accreditation and ranking bodies, in particular with the rankings publishers. Our collaboration on an annual basis supports the development of their methodologies to measure the qualities necessary for quality business education, and to better represent the evolving business education landscape. An example of this is how the *Financial Times* has been placing a growing emphasis and weighting on the Environmental, Social, and Governance (ESG) content in the EMBA curriculum, pushing them and us to be more responsible and sustainable educators.

In 2022, Henley's Dean was one of the 32 participants drawn from business, the social sector, government, and academia working in partnership in the [AACSB Accelerator programme](#) to build a societal impact leadership framework and competency structure.

### Henley Alumni partnerships

With more than 97,000 alumni in over 160 countries worldwide, [engaging with its global alumni community](#) is a key part of Henley's strategy. Oversight of Henley's alumni community and its alumni activity is through a governance structure comprising a number of boards and committees which bring together alumni representatives and Henley staff. Henley convenes an Alumni and Development Board to work with the Dean to engage alumni in the delivery of Henley's strategic objectives, as well as to represent alumni interests to the Strategy Board, Henley's external 'Advisory Board'. Henley also convenes an International Alumni Board, with the aim to enhance the partnership between Henley and its 30 International Alumni Chapters, to enhance links between those Chapters and to begin to collaboratively develop an Alumni International Strategy. The International Alumni Board first met in 2018 and since that time it has met regularly to agree action plans for the following 12 months that set out to further increase the level of international alumni activities and engagement opportunities, many of which have an RME focus.

Henley runs an annual career outcomes survey with its Pre-experience Postgraduate programme alumni 12 months after graduation, the purpose of which is to better understand the career progress and destinations of graduates for internal analysis purposes and to develop our careers support. As part of the latest edition of the survey run in October 2023 with our 2022 graduating class, we embedded a question to track whether our graduates had chosen positions in companies or areas with activities associated to sustainability and/or CSR. The survey was completed by just over

34% of our graduates, with 95% in employment or further graduate studies. 78% of respondents provided an answer to this additional question. Data reveals that 9% of respondents hold a position directly related to sustainability and Corporate Social Responsibility (CSR), while 45% of respondents indicate that their current career path, while not fully related to sustainability and CSR, allows them to be exposed and gain experience in these areas. Moreover, 11.4% of respondents work for companies that have sustainability and responsible management at the core of what their activities. This data provides us with confidence that Henley is equipping its students with the skills and attributes to excel in sustainability and responsible management roles and influence companies in the adoption of responsible management practices.

Henley runs an alumni mentoring programme, in which existing students are paired with an alumni mentor. In 2023-24 there were almost 350 Mentoring partnerships across both Undergraduate and Postgraduate programmes, delivering over 8,400 mentoring hours. Overall therefore, Henley's alumni network makes a very significant contribution to the student experience: during the 2022-23, over 10,000 hours were delivered by more than 800 volunteers who are recognised through annual awards and a virtual certificate for their LinkedIn profile.

In 2022-23 Henley recommenced a full programme of in-person events. These included alumni learning and networking opportunities, international chapter events, and engagement events to connect the current students with the alumni network. It was further enhanced by online provision to continue to engage the international audience. Henley is focussing as many of its events as possible on specific areas of societal impact, to ensure that participants are equipped to make a difference in their own communities and businesses. This is done under the umbrella of an annual theme: *Sustainability and Societal Impact* in 2021-22 and *Leadership for a Fairer World* in 2022-23, culminating in the Henley Leadership Impact Festival where almost 70 delegates joined together to explore the development of leadership and discover how to have a tangible impact on their own leadership context. Panellists included a range of CEOs and leaders of international corporations, many of whom were alumni. 2023-24 was designated as the Year of the *World of Work* and the focus of the alumni events was on understanding some of the most significant issues facing the workplace and how our connections and partnerships can help with this.

### **The 30% Club**

Sponsor of the Henley Business School and The 30% Club [Women in Leadership Scholarship](#) for entry onto the Henley MBA programme.

### **PRME London and South East Network**

As part of the PRME London and South East Network Henley staff regularly presents and shares good practice in the advancement of responsible management education and practice. More detail is provided in the Narrative for this SiP Report titled 'Description of the relationship between Henley and relevant identified institutions'.

### **Diversily**

A partnership established with Diversily, a leading inclusion consultancy, to support the ongoing development of Diversily's [Inclusive Innovation Playbook](#), a comprehensive guide to building accessible digital products and services that help individuals and companies incorporate inclusive practices into their work. This partnership has grown out of research undertaken by Henley's Postgraduate students; it is expected that ongoing research will make the Playbook even more impactful for organisations.



# Partnerships to advance responsible education, research and practice

## Impact Purpose

Henley Business School has over 150 partnerships in the areas of teaching and education, research, and executive education which aim to advance responsible and accountable management education, research and practice through Informing, Dialoguing, Problem-solving and Acting.

## Impact Statement

At Henley Business School level there are currently over 150 active partnerships, including teaching and education partnerships (50), research collaborations (49), executive education (18) and a variety of partnerships related to the supply of educational equipment's, materials and services, including student recruitment, student visits and more. Overall, these partnerships span 37 countries and 5 continents. Many of these education and teaching, research collaborations and executive education partnerships aim at least in part, to “advance responsible and accountable management education and practices”. A number of these partnerships have the advancement of responsible management education and practice at its core.

The vast majority of the Henley Partnerships include elements relating to “informing”, “dialoguing”, “problem-solving” and “acting” and some partnerships have formal governance arrangements, while others do not. The attached Object document lists and outlines key partnerships in each group that are primarily dedicated at advancing responsible management education, research and practice.

**Applicable Date Range**  
July 24, 2024 - July 24, 2025

**Owner**  
David Stannard

**Contributors**  
David Stannard, Filipe Morais

**Sharing rights**  
PRME Community

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible Management Education

2. Indicate below whether your school is accredited, ranked, associated or member of any of the following institutions.



AACSB (Association to Advance Collegiate Schools of Business)

# Description of the relationship between Henley and relevant identified institutions

## Impact Purpose

Henley has a range of partnerships with key, relevant institutions that engage with and support Responsible Management Education. These include its Triple Accreditation bodies of AMBA, EFMD/EQUIS and AACSB, the Financial Times, and other UK and international bodies.

## Impact Statement

Henley is one of a select group of business schools globally to hold the 'Triple Crown' of business education accreditations from AMBA, AACSB and EQUIS; in 2024, Henley has achieved both EQUIS and AMBA re-accreditations. A range of Henley staff, including the Dean and other senior members of the Business School, attend and present at conferences and events organised by the three accrediting bodies. In 2022, the Dean was one of the participants in the [AACSB Accelerator programme](#) building a societal impact leadership framework and competency structure. In 2024-25, Henley's Director of Compliance and Governance will be part of an EFMD task group reviewing its online programme certification service.

Henley works in partnership with the Financial Times to engage with and participate in its annual business Rankings activities. In the most recent FT Rankings, Henley is placed:

- 23<sup>rd</sup> in the world for Open programmes and 29<sup>th</sup> in the world for Custom programmes in the 2024 Executive Education rankings
- 6<sup>th</sup> in the UK and 40<sup>th</sup> globally in the 2023 Executive MBA rankings
- 6<sup>th</sup> in the UK and 33<sup>rd</sup> in the world in the 2024 Masters in Finance rankings;
- 8<sup>th</sup> in the UK and in the global top 100 business schools in the 2023 Masters in Management ranking

In 2024, Henley also made entries into the Financial Times Responsible Business Education Awards and achieved a Highly Commended Award in the category recognising 'Best responsible teaching resources: innovative materials with a financial sustainability focus'. Henley's entry focussed on its Social Enterprise Programme, which is a collaboration between the Henley Centre for Entrepreneurship, the Henley Enterprise Lab and two local schools. In this Programme, students initially attend workshops at Henley, which aim to inspire them to identify and address social and environmental challenges that affect their local community, and subsequently develop social enterprise ideas which aim to address these issues in a sustainable way. During the academic year, Henley students provide mentoring and support the translation of knowledge into practical action. The Programme culminates in an awards event, held at the University, during which each team pitch their ideas to a panel of judges. The winning teams are rewarded with funding to kickstart their social enterprise ventures, enabling them to bring their ideas to life.

In addition to these partnerships, Henley holds membership of a range of other organisations and sees these as a crucial means to engage with the international business education community, to discuss good practice and to support its own quality improvement processes. Such engagement includes:

- (a) Staff are participants in activities delivered by the UK [Chartered Association of Business Schools](#), including attendance

**Applicable Date Range**  
July 22, 2024 - July 22, 2025

**Owner**  
David Stannard

**Contributors**  
David Stannard

**Sharing rights**  
Public

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible  
Management  
Education

and presentation at conferences, and involvement in its Deans and Directors' Development Programme. Dr Niran Subramaniam is Chair of the CABS International Committee and David Stannard, Henley's Director of Compliance and Governance, is Vice-Chair of its Professional Managers' Committee;

(b) Henley's commitment to advancing gender equality and the careers of women was recognised in 2020 through the award of the UK Athena SWAN gender charter mark; this remains a key area of focus within Henley's Equity, Diversity and Inclusion Strategy, which includes work to achieve Athena SWAN re-accreditation in 2025. Henley has a good record in this area: 49% of its core faculty are women and in the 2023 Financial Times Executive MBA rankings it was placed 6<sup>th</sup> in the world for percentage of female full-time faculty;

(c) Henley Africa was the first institution to achieve AABS accreditation. The Dean of Henley Africa is the current Chair of the AABS;

(d) Contributions to the PRME London and the South-East local chapter which, in the past two years include:

- A presentation from Dr Lisa Schopohl sharing her experience on launching a new MSc programme on Climate Change, Sustainable Business and Green Finance;
- A presentation by Dr Irene Garnelo-Gomez on Embedding Sustainability in the Curriculum;
- An online seminar delivered by Dr Miriam Marra, one of Henley's Directors of Equity, Diversity and Inclusion, on Women's Leadership Opportunities after the Pandemic; and
- An online seminar delivered by Professor Kleio Akrivou on Wellbeing in Higher Education: An Overview of Research and Practice and Relevance.



AMBA (Association of MBAs)

# Description of the relationship between Henley and relevant identified institutions

## Impact Purpose

Henley has a range of partnerships with key, relevant institutions that engage with and support Responsible Management Education. These include its Triple Accreditation bodies of AMBA, EFMD/EQUIS and AACSB, the Financial Times, and other UK and international bodies.

## Impact Statement

Henley is one of a select group of business schools globally to hold the 'Triple Crown' of business education accreditations from AMBA, AACSB and EQUIS; in 2024, Henley has achieved both EQUIS and AMBA re-accreditations. A range of Henley staff, including the Dean and other senior members of the Business School, attend and present at conferences and events organised by the three accrediting bodies. In 2022, the Dean was one of the participants in the [AACSB Accelerator programme](#) building a societal impact leadership framework and competency structure. In 2024-25, Henley's Director of Compliance and Governance will be part of an EFMD task group reviewing its online programme certification service.

Henley works in partnership with the Financial Times to engage with and participate in its annual business Rankings activities. In the most recent FT Rankings, Henley is placed:

- 23<sup>rd</sup> in the world for Open programmes and 29<sup>th</sup> in the world for Custom programmes in the 2024 Executive Education rankings
- 6<sup>th</sup> in the UK and 40<sup>th</sup> globally in the 2023 Executive MBA rankings
- 6<sup>th</sup> in the UK and 33<sup>rd</sup> in the world in the 2024 Masters in Finance rankings;
- 8<sup>th</sup> in the UK and in the global top 100 business schools in the 2023 Masters in Management ranking

In 2024, Henley also made entries into the Financial Times Responsible Business Education Awards and achieved a Highly Commended Award in the category recognising 'Best responsible teaching resources: innovative materials with a financial sustainability focus'. Henley's entry focussed on its Social Enterprise Programme, which is a collaboration between the Henley Centre for Entrepreneurship, the Henley Enterprise Lab and two local schools. In this Programme, students initially attend workshops at Henley, which aim to inspire them to identify and address social and environmental challenges that affect their local community, and subsequently develop social enterprise ideas which aim to address these issues in a sustainable way. During the academic year, Henley students provide mentoring and support the translation of knowledge into practical action. The Programme culminates in an awards event, held at the University, during which each team pitch their ideas to a panel of judges. The winning teams are rewarded with funding to kickstart their social enterprise ventures, enabling them to bring their ideas to life.

In addition to these partnerships, Henley holds membership of a range of other organisations and sees these as a crucial means to engage with the international business education community, to discuss good practice and to support its own quality improvement processes. Such engagement includes:

- (a) Staff are participants in activities delivered by the UK [Chartered Association of Business Schools](#), including attendance

**Applicable Date Range**  
July 22, 2024 - July 22, 2025

**Owner**  
David Stannard

**Contributors**  
David Stannard

**Sharing rights**  
Public

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible  
Management  
Education

and presentation at conferences, and involvement in its Deans and Directors' Development Programme. Dr Niran Subramaniam is Chair of the CABS International Committee and David Stannard, Henley's Director of Compliance and Governance, is Vice-Chair of its Professional Managers' Committee;

(b) Henley's commitment to advancing gender equality and the careers of women was recognised in 2020 through the award of the UK Athena SWAN gender charter mark; this remains a key area of focus within Henley's Equity, Diversity and Inclusion Strategy, which includes work to achieve Athena SWAN re-accreditation in 2025. Henley has a good record in this area: 49% of its core faculty are women and in the 2023 Financial Times Executive MBA rankings it was placed 6<sup>th</sup> in the world for percentage of female full-time faculty;

(c) Henley Africa was the first institution to achieve AABS accreditation. The Dean of Henley Africa is the current Chair of the AABS;

(d) Contributions to the PRME London and the South-East local chapter which, in the past two years include:

- A presentation from Dr Lisa Schopohl sharing her experience on launching a new MSc programme on Climate Change, Sustainable Business and Green Finance;
- A presentation by Dr Irene Garnelo-Gomez on Embedding Sustainability in the Curriculum;
- An online seminar delivered by Dr Miriam Marra, one of Henley's Directors of Equity, Diversity and Inclusion, on Women's Leadership Opportunities after the Pandemic; and
- An online seminar delivered by Professor Kleio Akrivou on Wellbeing in Higher Education: An Overview of Research and Practice and Relevance.



EQUIS (EFMD Quality Improvement System)

# Description of the relationship between Henley and relevant identified institutions

## Impact Purpose

Henley has a range of partnerships with key, relevant institutions that engage with and support Responsible Management Education. These include its Triple Accreditation bodies of AMBA, EFMD/EQUIS and AACSB, the Financial Times, and other UK and international bodies.

## Impact Statement

Henley is one of a select group of business schools globally to hold the 'Triple Crown' of business education accreditations from AMBA, AACSB and EQUIS; in 2024, Henley has achieved both EQUIS and AMBA re-accreditations. A range of Henley staff, including the Dean and other senior members of the Business School, attend and present at conferences and events organised by the three accrediting bodies. In 2022, the Dean was one of the participants in the [AACSB Accelerator programme](#) building a societal impact leadership framework and competency structure. In 2024-25, Henley's Director of Compliance and Governance will be part of an EFMD task group reviewing its online programme certification service.

Henley works in partnership with the Financial Times to engage with and participate in its annual business Rankings activities. In the most recent FT Rankings, Henley is placed:

- 23<sup>rd</sup> in the world for Open programmes and 29<sup>th</sup> in the world for Custom programmes in the 2024 Executive Education rankings
- 6<sup>th</sup> in the UK and 40<sup>th</sup> globally in the 2023 Executive MBA rankings
- 6<sup>th</sup> in the UK and 33<sup>rd</sup> in the world in the 2024 Masters in Finance rankings;
- 8<sup>th</sup> in the UK and in the global top 100 business schools in the 2023 Masters in Management ranking

In 2024, Henley also made entries into the Financial Times Responsible Business Education Awards and achieved a Highly Commended Award in the category recognising 'Best responsible teaching resources: innovative materials with a financial sustainability focus'. Henley's entry focussed on its Social Enterprise Programme, which is a collaboration between the Henley Centre for Entrepreneurship, the Henley Enterprise Lab and two local schools. In this Programme, students initially attend workshops at Henley, which aim to inspire them to identify and address social and environmental challenges that affect their local community, and subsequently develop social enterprise ideas which aim to address these issues in a sustainable way. During the academic year, Henley students provide mentoring and support the translation of knowledge into practical action. The Programme culminates in an awards event, held at the University, during which each team pitch their ideas to a panel of judges. The winning teams are rewarded with funding to kickstart their social enterprise ventures, enabling them to bring their ideas to life.

In addition to these partnerships, Henley holds membership of a range of other organisations and sees these as a crucial means to engage with the international business education community, to discuss good practice and to support its own quality improvement processes. Such engagement includes:

- (a) Staff are participants in activities delivered by the UK [Chartered Association of Business Schools](#), including attendance

**Applicable Date Range**  
July 22, 2024 - July 22, 2025

**Owner**  
David Stannard

**Contributors**  
David Stannard

**Sharing rights**  
Public

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible  
Management  
Education



and presentation at conferences, and involvement in its Deans and Directors' Development Programme. Dr Niran Subramaniam is Chair of the CABS International Committee and David Stannard, Henley's Director of Compliance and Governance, is Vice-Chair of its Professional Managers' Committee;

(b) Henley's commitment to advancing gender equality and the careers of women was recognised in 2020 through the award of the UK Athena SWAN gender charter mark; this remains a key area of focus within Henley's Equity, Diversity and Inclusion Strategy, which includes work to achieve Athena SWAN re-accreditation in 2025. Henley has a good record in this area: 49% of its core faculty are women and in the 2023 Financial Times Executive MBA rankings it was placed 6<sup>th</sup> in the world for percentage of female full-time faculty;

(c) Henley Africa was the first institution to achieve AABS accreditation. The Dean of Henley Africa is the current Chair of the AABS;

(d) Contributions to the PRME London and the South-East local chapter which, in the past two years include:

- A presentation from Dr Lisa Schopohl sharing her experience on launching a new MSc programme on Climate Change, Sustainable Business and Green Finance;
- A presentation by Dr Irene Garnelo-Gomez on Embedding Sustainability in the Curriculum;
- An online seminar delivered by Dr Miriam Marra, one of Henley's Directors of Equity, Diversity and Inclusion, on Women's Leadership Opportunities after the Pandemic; and
- An online seminar delivered by Professor Kleio Akrivou on Wellbeing in Higher Education: An Overview of Research and Practice and Relevance.



Financial Times

# Description of the relationship between Henley and relevant identified institutions

## Impact Purpose

Henley has a range of partnerships with key, relevant institutions that engage with and support Responsible Management Education. These include its Triple Accreditation bodies of AMBA, EFMD/EQUIS and AACSB, the Financial Times, and other UK and international bodies.

## Impact Statement

Henley is one of a select group of business schools globally to hold the 'Triple Crown' of business education accreditations from AMBA, AACSB and EQUIS; in 2024, Henley has achieved both EQUIS and AMBA re-accreditations. A range of Henley staff, including the Dean and other senior members of the Business School, attend and present at conferences and events organised by the three accrediting bodies. In 2022, the Dean was one of the participants in the [AACSB Accelerator programme](#) building a societal impact leadership framework and competency structure. In 2024-25, Henley's Director of Compliance and Governance will be part of an EFMD task group reviewing its online programme certification service.

Henley works in partnership with the Financial Times to engage with and participate in its annual business Rankings activities. In the most recent FT Rankings, Henley is placed:

- 23<sup>rd</sup> in the world for Open programmes and 29<sup>th</sup> in the world for Custom programmes in the 2024 Executive Education rankings
- 6<sup>th</sup> in the UK and 40<sup>th</sup> globally in the 2023 Executive MBA rankings
- 6<sup>th</sup> in the UK and 33<sup>rd</sup> in the world in the 2024 Masters in Finance rankings;
- 8<sup>th</sup> in the UK and in the global top 100 business schools in the 2023 Masters in Management ranking

In 2024, Henley also made entries into the Financial Times Responsible Business Education Awards and achieved a Highly Commended Award in the category recognising 'Best responsible teaching resources: innovative materials with a financial sustainability focus'. Henley's entry focussed on its Social Enterprise Programme, which is a collaboration between the Henley Centre for Entrepreneurship, the Henley Enterprise Lab and two local schools. In this Programme, students initially attend workshops at Henley, which aim to inspire them to identify and address social and environmental challenges that affect their local community, and subsequently develop social enterprise ideas which aim to address these issues in a sustainable way. During the academic year, Henley students provide mentoring and support the translation of knowledge into practical action. The Programme culminates in an awards event, held at the University, during which each team pitch their ideas to a panel of judges. The winning teams are rewarded with funding to kickstart their social enterprise ventures, enabling them to bring their ideas to life.

In addition to these partnerships, Henley holds membership of a range of other organisations and sees these as a crucial means to engage with the international business education community, to discuss good practice and to support its own quality improvement processes. Such engagement includes:

- (a) Staff are participants in activities delivered by the UK [Chartered Association of Business Schools](#), including attendance

**Applicable Date Range**  
July 22, 2024 - July 22, 2025

**Owner**  
David Stannard

**Contributors**  
David Stannard

**Sharing rights**  
Public

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible  
Management  
Education

and presentation at conferences, and involvement in its Deans and Directors' Development Programme. Dr Niran Subramaniam is Chair of the CABS International Committee and David Stannard, Henley's Director of Compliance and Governance, is Vice-Chair of its Professional Managers' Committee;

(b) Henley's commitment to advancing gender equality and the careers of women was recognised in 2020 through the award of the UK Athena SWAN gender charter mark; this remains a key area of focus within Henley's Equity, Diversity and Inclusion Strategy, which includes work to achieve Athena SWAN re-accreditation in 2025. Henley has a good record in this area: 49% of its core faculty are women and in the 2023 Financial Times Executive MBA rankings it was placed 6<sup>th</sup> in the world for percentage of female full-time faculty;

(c) Henley Africa was the first institution to achieve AABS accreditation. The Dean of Henley Africa is the current Chair of the AABS;

(d) Contributions to the PRME London and the South-East local chapter which, in the past two years include:

- A presentation from Dr Lisa Schopohl sharing her experience on launching a new MSc programme on Climate Change, Sustainable Business and Green Finance;
- A presentation by Dr Irene Garnelo-Gomez on Embedding Sustainability in the Curriculum;
- An online seminar delivered by Dr Miriam Marra, one of Henley's Directors of Equity, Diversity and Inclusion, on Women's Leadership Opportunities after the Pandemic; and
- An online seminar delivered by Professor Kleio Akrivou on Wellbeing in Higher Education: An Overview of Research and Practice and Relevance.



Local institutions and associations (please specify)

# Description of the relationship between Henley and relevant identified institutions

## Impact Purpose

Henley has a range of partnerships with key, relevant institutions that engage with and support Responsible Management Education. These include its Triple Accreditation bodies of AMBA, EFMD/EQUIS and AACSB, the Financial Times, and other UK and international bodies.

## Impact Statement

Henley is one of a select group of business schools globally to hold the 'Triple Crown' of business education accreditations from AMBA, AACSB and EQUIS; in 2024, Henley has achieved both EQUIS and AMBA re-accreditations. A range of Henley staff, including the Dean and other senior members of the Business School, attend and present at conferences and events organised by the three accrediting bodies. In 2022, the Dean was one of the participants in the [AACSB Accelerator programme](#) building a societal impact leadership framework and competency structure. In 2024-25, Henley's Director of Compliance and Governance will be part of an EFMD task group reviewing its online programme certification service.

Henley works in partnership with the Financial Times to engage with and participate in its annual business Rankings activities. In the most recent FT Rankings, Henley is placed:

- 23<sup>rd</sup> in the world for Open programmes and 29<sup>th</sup> in the world for Custom programmes in the 2024 Executive Education rankings
- 6<sup>th</sup> in the UK and 40<sup>th</sup> globally in the 2023 Executive MBA rankings
- 6<sup>th</sup> in the UK and 33<sup>rd</sup> in the world in the 2024 Masters in Finance rankings;
- 8<sup>th</sup> in the UK and in the global top 100 business schools in the 2023 Masters in Management ranking

In 2024, Henley also made entries into the Financial Times Responsible Business Education Awards and achieved a Highly Commended Award in the category recognising 'Best responsible teaching resources: innovative materials with a financial sustainability focus'. Henley's entry focussed on its Social Enterprise Programme, which is a collaboration between the Henley Centre for Entrepreneurship, the Henley Enterprise Lab and two local schools. In this Programme, students initially attend workshops at Henley, which aim to inspire them to identify and address social and environmental challenges that affect their local community, and subsequently develop social enterprise ideas which aim to address these issues in a sustainable way. During the academic year, Henley students provide mentoring and support the translation of knowledge into practical action. The Programme culminates in an awards event, held at the University, during which each team pitch their ideas to a panel of judges. The winning teams are rewarded with funding to kickstart their social enterprise ventures, enabling them to bring their ideas to life.

In addition to these partnerships, Henley holds membership of a range of other organisations and sees these as a crucial means to engage with the international business education community, to discuss good practice and to support its own quality improvement processes. Such engagement includes:

- (a) Staff are participants in activities delivered by the UK [Chartered Association of Business Schools](#), including attendance

**Applicable Date Range**  
July 22, 2024 - July 22, 2025

**Owner**  
David Stannard

**Contributors**  
David Stannard

**Sharing rights**  
Public

**Language**  
English

**Country**  
United Kingdom

**Subjects**  
Responsible  
Management  
Education

and presentation at conferences, and involvement in its Deans and Directors' Development Programme. Dr Niran Subramaniam is Chair of the CABS International Committee and David Stannard, Henley's Director of Compliance and Governance, is Vice-Chair of its Professional Managers' Committee;

(b) Henley's commitment to advancing gender equality and the careers of women was recognised in 2020 through the award of the UK Athena SWAN gender charter mark; this remains a key area of focus within Henley's Equity, Diversity and Inclusion Strategy, which includes work to achieve Athena SWAN re-accreditation in 2025. Henley has a good record in this area: 49% of its core faculty are women and in the 2023 Financial Times Executive MBA rankings it was placed 6<sup>th</sup> in the world for percentage of female full-time faculty;

(c) Henley Africa was the first institution to achieve AABS accreditation. The Dean of Henley Africa is the current Chair of the AABS;

(d) Contributions to the PRME London and the South-East local chapter which, in the past two years include:

- A presentation from Dr Lisa Schopohl sharing her experience on launching a new MSc programme on Climate Change, Sustainable Business and Green Finance;
- A presentation by Dr Irene Garnelo-Gomez on Embedding Sustainability in the Curriculum;
- An online seminar delivered by Dr Miriam Marra, one of Henley's Directors of Equity, Diversity and Inclusion, on Women's Leadership Opportunities after the Pandemic; and
- An online seminar delivered by Professor Kleio Akrivou on Wellbeing in Higher Education: An Overview of Research and Practice and Relevance.

1. Has the PRME Signatory Member or its governing parent institution adopted policies that are intended to influence how faculty, staff and students the school's support its commitment to RME? If so, share the adopted policies.



Greenhouse gas emissions

Policy

Title: University of Reading Environmental and Energy Policy 2023-24

Description: University of Reading Environmental and Energy Policy 2023-24

Date: 22/07/2024

Language: English

Sharing Rights: Public

Scope: University of Reading

Enforcement Date: 19/04/2023

Number Of Pages: 2

Publisher: University of Reading

Media: PDF Document



Water

# ENVIRONMENTAL & ENERGY POLICY

The University of Reading is at the forefront of research into sustainability and the environment and takes its environmental responsibilities seriously. The University aims to manage its activities in ways that are environmentally sustainable, economically feasible and socially responsible. The University is committed to protecting the environment and minimising the impact of its activities on the environment and embedding a culture of sustainability. The University commits to:

## **1. Compliance Obligations and Management**

- Comply with applicable legal requirements, accreditations, agreements and other compliance obligations (as listed in the EEMS).
- Continually improve the Energy and Environmental Management System (EEMS) in order to:
  - Enhance the University's environmental performance;
  - Manage its negative environmental impacts in order to reduce them;
  - Recognise its positive impacts in order to communicate and promote them;
- Ensure that necessary resources are available to meet the requirements of this policy and that effective governance structures are in place to review, authorise and oversee relevant actions.

## **2. Prevention of Pollution**

- Reduce the risk and minimise the impact from campus activities by controlling emissions, meeting regulatory standards and implementing emergency response procedures to prevent pollution.

## **3. Energy and Water Consumption**

- Continually reduce energy and water consumption and overall carbon emissions in line with the University's Net Zero Carbon Plan.
- Continually improve energy and water efficiency, using absolute and relative metrics to assess performance.
- Invest in new energy and water efficient and re-use technologies, and support relevant design activities, where these cost-effectively improve performance.
- Work towards appropriately metering all buildings, linking all metering automatically to the University's utilities database.
- Ensure the availability of information by monitoring, measuring and reporting on energy and water consumption on an on-going basis.

## **4. Waste**

- Minimise the impact of waste on the environment by promoting and facilitating the consideration of the waste hierarchy (reduce, reuse, recycle, recover, dispose); whilst diverting waste away from landfill where possible and managing waste in a responsible and compliant manner.
- Maintain and actively progress a University Waste and Resource Use Strategy, including a focus on tackling food waste and reducing single-use plastics in line with UK Government Plans.

## **5. Travel and Transport**

- Promote and facilitate sustainable modes of travel including walking, cycling, travelling by public transport and car sharing.
- Monitor the University's business and commuter travel (students and staff), seeking options to reduce its environmental impact and exploring options for reducing the need to travel.



- Maintain and actively progress a University Travel Plan.

## **6. Procurement**

- Promote sustainable resource management practices and support the purchase of energy efficient products and services that positively impact energy performance.
- Purchase energy and water cost-effectively, ethically and from certified renewable energy suppliers.
- Ensure that sustainability is an embedded part of the University's end to end procurement process.

## **7. Conservation and Biodiversity**

- Promote awareness of the natural environment and operate in a manner that protects and enhances biodiversity.

## **8. Estates Development and Maintenance**

- Manage the University's property portfolio by considering appropriate sustainable construction, energy and water efficiency opportunities in the design, modification, and refurbishment of new and existing facilities and maintenance practices where practical.
- Consider the whole life costs for mechanical, electrical and building design, including considerations of suitable sustainable technologies and renewable energy options to ensure our estate is resilient to the changes in climate.

## **9. Communication and Community Involvement**

- Engage with staff, students and the wider community to raise the profile of sustainability, ensure environmental responsibilities are clearly understood, and actions to reduce individual and collective environmental impacts are encouraged.
- Communicate the University's environmental, energy and water performance annually, both internally and externally.
- Invite and respond to feedback and suggestions for on-going environmental improvements and promote best practice.
- Develop an Education for Sustainable Development Plan with the aim of equipping graduates with the skills and knowledge to build a sustainable future.

## **10. Noise and Nuisance**

Minimise the impact of noise and nuisance on the environment and local community from the University's activities.



Signed: \_\_\_\_\_

Professor Robert Van de Noort  
Vice Chancellor

Date: 19 April 2023

Version: 1.1  
Issue Date: 19 April 2023  
Next Review Date: 19 March 2024

Progress against these Policy Objectives is reported to University Executive Board via the Annual Environmental Sustainability Report [www.reading.ac.uk/sustainability/policies-and-strategies](http://www.reading.ac.uk/sustainability/policies-and-strategies)

## Policy

**Title:** University of Reading Environmental and Energy Policy 2023-24

**Description:** University of Reading Environmental and Energy Policy 2023-24

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Enforcement Date:** 19/04/2023

**Number Of Pages:** 2

**Publisher:** University of Reading

**Media:** PDF Document



Buildings/real estate

## Policy

**Title:** University of Reading Environmental and Energy Policy 2023-24

**Description:** University of Reading Environmental and Energy Policy 2023-24

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Enforcement Date:** 19/04/2023

**Number Of Pages:** 2

**Publisher:** University of Reading

**Media:** PDF Document



Local staff/student/faculty transportation

# ENVIRONMENTAL & ENERGY POLICY

The University of Reading is at the forefront of research into sustainability and the environment and takes its environmental responsibilities seriously. The University aims to manage its activities in ways that are environmentally sustainable, economically feasible and socially responsible. The University is committed to protecting the environment and minimising the impact of its activities on the environment and embedding a culture of sustainability. The University commits to:

## **1. Compliance Obligations and Management**

- Comply with applicable legal requirements, accreditations, agreements and other compliance obligations (as listed in the EEMS).
- Continually improve the Energy and Environmental Management System (EEMS) in order to:
  - Enhance the University's environmental performance;
  - Manage its negative environmental impacts in order to reduce them;
  - Recognise its positive impacts in order to communicate and promote them;
- Ensure that necessary resources are available to meet the requirements of this policy and that effective governance structures are in place to review, authorise and oversee relevant actions.

## **2. Prevention of Pollution**

- Reduce the risk and minimise the impact from campus activities by controlling emissions, meeting regulatory standards and implementing emergency response procedures to prevent pollution.

## **3. Energy and Water Consumption**

- Continually reduce energy and water consumption and overall carbon emissions in line with the University's Net Zero Carbon Plan.
- Continually improve energy and water efficiency, using absolute and relative metrics to assess performance.
- Invest in new energy and water efficient and re-use technologies, and support relevant design activities, where these cost-effectively improve performance.
- Work towards appropriately metering all buildings, linking all metering automatically to the University's utilities database.
- Ensure the availability of information by monitoring, measuring and reporting on energy and water consumption on an on-going basis.

## **4. Waste**

- Minimise the impact of waste on the environment by promoting and facilitating the consideration of the waste hierarchy (reduce, reuse, recycle, recover, dispose); whilst diverting waste away from landfill where possible and managing waste in a responsible and compliant manner.
- Maintain and actively progress a University Waste and Resource Use Strategy, including a focus on tackling food waste and reducing single-use plastics in line with UK Government Plans.

## **5. Travel and Transport**

- Promote and facilitate sustainable modes of travel including walking, cycling, travelling by public transport and car sharing.
- Monitor the University's business and commuter travel (students and staff), seeking options to reduce its environmental impact and exploring options for reducing the need to travel.

- Maintain and actively progress a University Travel Plan.

## **6. Procurement**

- Promote sustainable resource management practices and support the purchase of energy efficient products and services that positively impact energy performance.
- Purchase energy and water cost-effectively, ethically and from certified renewable energy suppliers.
- Ensure that sustainability is an embedded part of the University's end to end procurement process.

## **7. Conservation and Biodiversity**

- Promote awareness of the natural environment and operate in a manner that protects and enhances biodiversity.

## **8. Estates Development and Maintenance**

- Manage the University's property portfolio by considering appropriate sustainable construction, energy and water efficiency opportunities in the design, modification, and refurbishment of new and existing facilities and maintenance practices where practical.
- Consider the whole life costs for mechanical, electrical and building design, including considerations of suitable sustainable technologies and renewable energy options to ensure our estate is resilient to the changes in climate.

## **9. Communication and Community Involvement**

- Engage with staff, students and the wider community to raise the profile of sustainability, ensure environmental responsibilities are clearly understood, and actions to reduce individual and collective environmental impacts are encouraged.
- Communicate the University's environmental, energy and water performance annually, both internally and externally.
- Invite and respond to feedback and suggestions for on-going environmental improvements and promote best practice.
- Develop an Education for Sustainable Development Plan with the aim of equipping graduates with the skills and knowledge to build a sustainable future.

## **10. Noise and Nuisance**

Minimise the impact of noise and nuisance on the environment and local community from the University's activities.



Signed: \_\_\_\_\_

Professor Robert Van de Noort  
Vice Chancellor

Date: 19 April 2023

Version: 1.1  
Issue Date: 19 April 2023  
Next Review Date: 19 March 2024

Progress against these Policy Objectives is reported to University Executive Board via the Annual Environmental Sustainability Report [www.reading.ac.uk/sustainability/policies-and-strategies](http://www.reading.ac.uk/sustainability/policies-and-strategies)

## Policy

**Title:** University of Reading Environmental and Energy Policy 2023-24

**Description:** University of Reading Environmental and Energy Policy 2023-24

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Enforcement Date:** 19/04/2023

**Number Of Pages:** 2

**Publisher:** University of Reading

**Media:** PDF Document



Travel

## Policy

**Title:** University of Reading Environmental and Energy Policy 2023-24

**Description:** University of Reading Environmental and Energy Policy 2023-24

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Enforcement Date:** 19/04/2023

**Number Of Pages:** 2

**Publisher:** University of Reading

**Media:** PDF Document

# ENVIRONMENTAL & ENERGY POLICY

The University of Reading is at the forefront of research into sustainability and the environment and takes its environmental responsibilities seriously. The University aims to manage its activities in ways that are environmentally sustainable, economically feasible and socially responsible. The University is committed to protecting the environment and minimising the impact of its activities on the environment and embedding a culture of sustainability. The University commits to:

## **1. Compliance Obligations and Management**

- Comply with applicable legal requirements, accreditations, agreements and other compliance obligations (as listed in the EEMS).
- Continually improve the Energy and Environmental Management System (EEMS) in order to:
  - Enhance the University's environmental performance;
  - Manage its negative environmental impacts in order to reduce them;
  - Recognise its positive impacts in order to communicate and promote them;
- Ensure that necessary resources are available to meet the requirements of this policy and that effective governance structures are in place to review, authorise and oversee relevant actions.

## **2. Prevention of Pollution**

- Reduce the risk and minimise the impact from campus activities by controlling emissions, meeting regulatory standards and implementing emergency response procedures to prevent pollution.

## **3. Energy and Water Consumption**

- Continually reduce energy and water consumption and overall carbon emissions in line with the University's Net Zero Carbon Plan.
- Continually improve energy and water efficiency, using absolute and relative metrics to assess performance.
- Invest in new energy and water efficient and re-use technologies, and support relevant design activities, where these cost-effectively improve performance.
- Work towards appropriately metering all buildings, linking all metering automatically to the University's utilities database.
- Ensure the availability of information by monitoring, measuring and reporting on energy and water consumption on an on-going basis.

## **4. Waste**

- Minimise the impact of waste on the environment by promoting and facilitating the consideration of the waste hierarchy (reduce, reuse, recycle, recover, dispose); whilst diverting waste away from landfill where possible and managing waste in a responsible and compliant manner.
- Maintain and actively progress a University Waste and Resource Use Strategy, including a focus on tackling food waste and reducing single-use plastics in line with UK Government Plans.

## **5. Travel and Transport**

- Promote and facilitate sustainable modes of travel including walking, cycling, travelling by public transport and car sharing.
- Monitor the University's business and commuter travel (students and staff), seeking options to reduce its environmental impact and exploring options for reducing the need to travel.

- Maintain and actively progress a University Travel Plan.

## **6. Procurement**

- Promote sustainable resource management practices and support the purchase of energy efficient products and services that positively impact energy performance.
- Purchase energy and water cost-effectively, ethically and from certified renewable energy suppliers.
- Ensure that sustainability is an embedded part of the University's end to end procurement process.

## **7. Conservation and Biodiversity**

- Promote awareness of the natural environment and operate in a manner that protects and enhances biodiversity.

## **8. Estates Development and Maintenance**

- Manage the University's property portfolio by considering appropriate sustainable construction, energy and water efficiency opportunities in the design, modification, and refurbishment of new and existing facilities and maintenance practices where practical.
- Consider the whole life costs for mechanical, electrical and building design, including considerations of suitable sustainable technologies and renewable energy options to ensure our estate is resilient to the changes in climate.

## **9. Communication and Community Involvement**

- Engage with staff, students and the wider community to raise the profile of sustainability, ensure environmental responsibilities are clearly understood, and actions to reduce individual and collective environmental impacts are encouraged.
- Communicate the University's environmental, energy and water performance annually, both internally and externally.
- Invite and respond to feedback and suggestions for on-going environmental improvements and promote best practice.
- Develop an Education for Sustainable Development Plan with the aim of equipping graduates with the skills and knowledge to build a sustainable future.

## **10. Noise and Nuisance**

Minimise the impact of noise and nuisance on the environment and local community from the University's activities.



Signed: \_\_\_\_\_

Professor Robert Van de Noort  
Vice Chancellor

Date: 19 April 2023

Version: 1.1  
Issue Date: 19 April 2023  
Next Review Date: 19 March 2024

Progress against these Policy Objectives is reported to University Executive Board via the Annual Environmental Sustainability Report [www.reading.ac.uk/sustainability/policies-and-strategies](http://www.reading.ac.uk/sustainability/policies-and-strategies)



## Policy

**Title:** University of Reading Travel Policy

**Description:** University of Reading Travel Policy

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Number Of Pages:** 10

**Publisher:** University of Reading

**Media:** PDF Document

**Enforcement Date:** 01/08/2023



Employee equity, diversity, inclusion

## Policy

**Title:** University of Reading Equal Opportunities Policy

**Description:** University of Reading Equal Opportunities Policy

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Number Of Pages:** 11

**Publisher:** University of Reading

**Media:** PDF Document

**Enforcement Date:** 26/09/2022

# Travel Policy

1st August 2023 to 31<sup>st</sup> July 2024

<b>Operational Owner:</b>	Lisa Jeffries Director of Procurement
<b>Executive Owner:</b>	Andrew Grice, Director of Finance
<b>Effective date:</b>	1 <sup>st</sup> August 2023
<b>Review date:</b>	1 <sup>st</sup> February 2024

## Approval History

Version	Reviewed by	Approved by	Date
1.0		Lisa Jeffries	18/05/2023
1.1	Procurement Board	Andrew Grice	25/05/2023
1.3	University Executive Board	Robert Van de Noort	27/06/2023

## Contents

Contents .....	2
1 Introduction .....	3
2 Travel Essential Requirements .....	3
3 Sustainable Travel Principles .....	3
4 Business Travel Hierarchy .....	4
5 Pre-Travel Authorisation .....	4
6 Health & Safety Risk Assessment .....	5
7 Sanctioned Countries .....	5
8 Insurance .....	5
9 Access to IT in high-risk countries .....	5
10 Travel Bookings .....	6
11 Travel in the UK .....	6
12 International Travel .....	6
13 Air Travel .....	7
14 Accommodation .....	7
15 Student Travel .....	7
16 Taxis .....	8
17 Postgraduate Research Travel/Grant Funded Travel/Third-party Funded Travel .....	8
18 Carbon Budget/Offsetting .....	8
19 Emergency Contacts .....	8
20 Non-compliance .....	8
21 Expense Claims .....	8
22 Inoculations and vaccinations .....	8
23 Personal Health .....	9
24 Travelling with companions .....	9
25 Roles and Responsibilities .....	9
26 Exceptions .....	9

## 1 Introduction

- 1.1 This policy applies to all staff and students at the University and any person travelling with the knowledge and consent of the University and their accompanying Spouse/Partner of the University and its subsidiary companies, travelling for study or on business on behalf of the University.
- 1.2 It sets out the policy for travel within the UK (section 10) and for international travel (section 11)
- 1.3 These regulations must be read alongside related University policies that operate in conjunction with this policy, including the Expenses Policy, Financial Regulations, Finance Manual and Procurement Policy, Safety Code of Practice - COP 38 for Staff and COP 32 Fieldwork.
- 1.4 This policy supports the University Strategy, specifically considering the Sustainable Travel Principles.
- 1.5 The Travel Policy document and all relating documents are reviewed and endorsed by the Procurement Board, Policy Group and, if required, the University Executive Board. Any questions concerning this policy should, in the first instance, be referred to the Director of Procurement
- 1.6 Essential Travel is defined as travel that has a justifiable reason and brings a benefit to the University. The need to travel at all should be carefully considered, including the potential for digital alternatives. See also "Business Travel Hierarchy" in section 4 below.

## 2 Travel Essential Requirements

- 2.1 The University has a duty of care to its staff and students under the Health and Safety at Work Act. To comply with the Act, we have to ensure that the University has adequate and effective management arrangements in place to protect the health & safety of its travellers.
- 2.2 Every individual proposing to work, study or travel for business overseas on University business should give adequate and serious thought to their own health and safety as well as the conditions and situation that they are likely to encounter. It is the responsibility of each individual to actively participate and co-operate with the University in the execution of its responsibility.

## 3 Sustainable Travel Principles

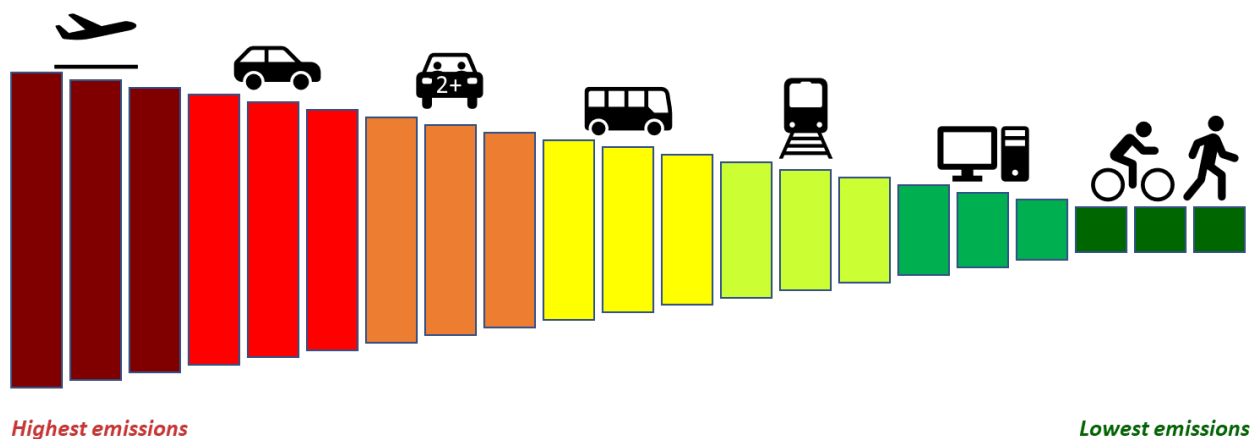
- 3.1 In Autumn 2022, the University published its Sustainable Travel Principles which aim to reduce the total amount of business travel carried out by the University and adopt a digital-first approach wherever possible. Cases for travelling should be considered carefully, following this policy and with the Sustainable Travel Principles in mind.
- 3.2 The following targets are included in the Sustainable Travel Principles:
  - Deliver reduced business travel emissions of at least 30% by 2026 (compared to pre-COVID levels), and 50% by 2030, our target date for reach net zero carbon

- A 60% reduction in emissions for travel within Europe to be achieved by 2026.
- A 50% reduction in emissions from non-economy class flights is achieved by 2026

## 4 Business Travel Hierarchy

4.1 The University has adopted a business travel hierarchy to help staff, students and managers make appropriate decisions about the best travel options and consider the following:

- Digital first - reducing the need for travel
- Low carbon modes (public transport, e.g., train, bus, ferry)
- High carbon modes (Petrol/Diesel cars, flights – economy class only)



*Travel Hierarchy diagram*

## 5 Pre-Travel Authorisation

- 5.1 Prior to making any travel arrangements, the traveller must obtain approval from their line manager or supervisor before making any related travel arrangements or commitments. The policy requires travellers to provide the following to their School or Function to seek official approval from their line manager or supervisor before travelling:
- Dates of period away from the University
  - Purpose of the trip or expected outcomes of the trip
  - Funding source/Account code(s)
  - Note of preliminary agreement from the Budget Holder; or a confirmation of funding availability if the traveller is the budget holder
  - Health and safety Risk Assessment and arrangements of the proposed trip
  - Insurance cover arrangements whilst away where appropriate i.e., Sanctioned countries
- 5.2 Travellers should read Safety Code of Practice - COP 38 for Staff and Safety Code of Practice - COP 32 Fieldwork before making any travel arrangements. A COP relating to Student will be developed and detail of that process will be added to this policy.
- 5.3 Failure to obtain approval prior to arranging travel may result in the traveller not being covered by the University's travel insurance and render them ineligible to claim any expense incurred. Failure to obtain approval prior to arranging travel is a breach of the policy and

may be addressed under the University's disciplinary procedures.

## 6 Health & Safety Risk Assessment

- 6.1 The appropriate risk assessment must be completed, and full approval given prior to the travel being booked. Time must be allowed to ensure that this happens within plenty of time. Forms to be completed are as follows:

International staff travel

- Staff risk assessment TRA1 must be completed then reviewed by the H&S Co-Ordinator where applicable and then signed by Head of School/Function.
- Overseas Travel Form must be completed

UK staff travel

- UK Travel –
  - Form TRA2 is available and can be used ,
  - Line manager should be notified of travel.

Student travel

- Students must complete the School Risk Assessment and form on RISIS.

Field trips

- Field trip risk assessment must be completed as per COP 32.

## 7 Sanctioned Countries

- 7.1 Travellers must ensure that they have read and understood the Financial Sanctions Policy, completed the Sanctioned territories referral questionnaire and submitted it to the Insurance Team a minimum of 30 days prior to travel to ensure Insurance cover is in place. Any additional Insurance premium will be borne by the School, Function or Traveller if required.

## 8 Insurance

- 8.1 Travellers must ensure they are familiar with the University's Insurance arrangements and obtain the appropriate visas for travel. Information about our travel insurance and making a claim can be found on the Travel & Insurance – Webpage.

## 9 Access to IT in high-risk countries

- 9.1 Access to some services may be restricted in high-risk countries, e.g., access to Wikipedia and social media sites may be prevented; there may be government monitoring of communication services like Skype; Wi-Fi services may not be trustworthy; VPN usage may be restricted; and hotel staff and government officials may access devices left in hotel rooms.
- 9.2 You should always check the Foreign, Commonwealth & Development Office advice before travelling.
- 9.3 Our advice is as follows:

Good:

- Travel with only the files you need
- Use encrypted laptops but be prepared to decrypt them at border crossings
- Make sure mobile devices are secured
- Wipe and re-install devices on your return

Better:

- Take a newly installed, encrypted loan laptop but be prepared to decrypt at border crossings
- Use loan mobile devices that you won't need to use again
- Where possible use the University's VPN when connecting to services
- Use Outlook on the Web to check email

Best:

- Take a newly installed loan laptop with no encryption
- Don't store any data on the device that isn't publicly available
- Don't take mobile devices like iPhone, iPads and USB storage devices
- Where possible use the University's VPN to help secure your network connections
- Don't check emails or remotely access any other services that store University data

Also note that some software and data may fall within the UK's export control procedures. See [Export Control Information \(reading.ac.uk\)](#) for further information.

## 10 Travel Bookings

- 10.1 If International travel is required, this must be booked via the Travel Management Company (TMC) or the appropriate contracted supplier. If you are unsure of the contracted supplier in place, contact Procurement. UK train travel can be booked directly using a purchase card or claimed back on expenses.
- 10.2 It is encouraged that in order to ensure the correct approvals are in place, that travel is approved and signed off a minimum of 30 days prior to travelling. Where possible more time should be given

## 11 Travel in the UK

- 11.1 Air travel is not permitted in mainland UK.
- 11.2 UK train travel can be booked directly using a purchase card or claimed back via expenses.
- 11.3 Where staff or students are travelling by car, taxi or bus, mileage or ticket costs can be claimed back via expenses.

## 12 International Travel

- 12.1 If you are travelling internationally for destinations reachable within 8 hours by train from London St Pancras, you must travel by train. If there is a reason/s why this is not possible this must be signed off as an exception prior to booking. Exceptions are covered at Section 24.



- 12.2 Recognising the increased journey time of some train journeys, the use of sleeper trains will be permitted for long distance ground transportation, as well as recognising reasonable time should be allowed on arrival to refresh and prepare for the planned activity.
- 12.3 Similarly, the potential need for some rest following a long plane journey is recognised and again, reasonable time may be allowed on arrival to refresh and prepare for the planned activity.
- 12.4 International train travel must be booked via the TMC. Local train travel can be booked directly using a purchase card or claimed back via expenses.
- 12.5 Where staff or students are travelling by car, taxi or bus, mileage or ticket costs can be claimed back via expenses.

### **13 Air Travel**

- 13.1 If you need to travel by air, you must travel economy. Exceptions are covered at Section 24.
- 13.2 The University intends to introduce an internal carbon levy on flights. This will apply at a School/Function level rather than on individual travel bookings and further details will be published in due course.

### **14 Accommodation**

- 14.1 International hotel bookings must be booked through the TMC, and where possible hotels should be sustainable accredited hotels. The only exception to this is when booking for a conference where this can be booked directly or longer-term accommodation. Hotel bookings in the UK, if required can be booked via the TMC or directly.
- 14.2 For accommodation of longer duration, approximately 3 weeks and over, there are options for temporary accommodation in serviced apartments or other types of properties. In most cases these types of requirements can still be arranged through the TMC. However, in some cases you will need to consider other options. Advice can be provided by Procurement.

### **15 Student Travel**

- 15.1 Student Placement Travel linked to the Students University courses can be booked through the TMC, but this is optional. Students should provide travel information on all the relevant Risk Assessment forms.
- 15.2 Student Group Travel, along with other forms of student travel such as student field trips, placements, study abroad, will adopt the same approach as for Business Travel for each member of the group.
- 15.3 Student Group Travel must be booked through our student travel providers or an agreed alternative with Procurement.

## 16 Taxis

- 16.1 Public Transport should be used in the first instance but if due to safety reasons a taxi is required this is permitted and should be claimed back via expenses.

## 17 Postgraduate Research Travel/Grant Funded Travel/Third-party Funded Travel

- 17.1 In order to remain in line with the University's sustainability principles, it is expected that Postgraduate Research/Grant Funded/Third-Party Funded Travel should follow the same rules as staff travel and these are defined in Cop 38.

## 18 Carbon Budget/Offsetting

- 18.1 Annual maximum carbon budgets will be allocated to all Schools and Functions, with each business unit managing its own financial and carbon budget, enabling local decisions to be made on which travel to authorise/prioritise.
- 18.2 Offsetting - the University will consider its approach to carbon offsetting at an organisational level and travellers should therefore not select offsetting options with their travel booking.

## 19 Emergency Contacts

- 19.1 In order for the University to identify and manage any risks associated with overseas travel, travellers must inform the University of their overseas travel plan and emergency contact details using the international travel risk assessment (TRA1) form.
- 19.2 It is a mandatory requirement for travellers to provide their overseas contact details to the University through the University's official travel agent or other appointed supplier. In addition to their School/Research Institute/Professional Unit, travellers should also ensure that they have their up-to-date contact details on the University HR system, TRA1 form and RISIS as appropriate.
- 19.3 In an event of an emergency incident, the University will contact travellers in the country where the emergency incident occurs. Travellers must respond to the University's text or email and confirm their safety as soon as they practically can.

## 20 Non-compliance

- 20.1 Non-compliance with this policy may result in action being taken in accordance with the University's disciplinary procedures for staff and students.

## 21 Expense Claims

- 21.1 When claiming expenses relating to travelling ensure the Expenses, Gifts and Hospitality Policy is complied with.

## 22 Inoculations and vaccinations

- 22.1 Travellers must ensure that they have the appropriate vaccinations necessary for the trip.

Any fees incurred in obtaining other vaccinations for business travel can be paid by the University.

## 23 Personal Health

- 23.1 Existing medical conditions are covered by Insurance as long as a medical practitioner has deemed you fit to travel. If unsure, please speak to the Insurance Team

## 24 Travelling with companions

- 24.1 Normally, the University will not meet any costs relating to the spouse, partner or child of a traveller who accompanies the traveller on a business trip. If a traveller chooses to take a family member with them on a trip, if appropriate, the booking for the staff and family member can be made by the TMC so that you sit/stay together but all costs and expenses for the family member must be paid directly to the TMC and cannot be charged to the University and then reimbursed. If a companion is required for specific reasons, such as to support a traveller with a disability, a specific exception must be agreed in line with the exceptions approval process set out in this policy.

## 25 Roles and Responsibilities

- 25.1 The table below outlines the roles and responsibilities of different parties related to travel.

Role	Responsibility
Head of School/Function	Approval of travel and exceptions Manager of School/Function carbon budget
Traveller	Awareness of Codes of Practice Completion of international travel risk assessment TRA1 Booking Receipting of your travel order in the eMarketplace
Insurance	Retain the TRA1 forms. Provide guidance in the event of a Travel claim
Travel Management Company	Booking Payment on behalf of the University Assistance in an emergency
Procurement	Advice on policy Queries about travel booking
Human Resources	Advice on exceptions
Finance	Assistance with budgets Approval of high value orders
Sustainability Services	Monitoring/reporting on School/Function-level carbon emissions

## 26 Exceptions

- 26.1 All exceptions to this policy should be documented in writing with full approval to the Head of School/Function who, if in doubt, should contact Director of Procurement for advice.
- 26.2 Exceptions can be considered in the following areas:
- For journeys to locations out with mainland Great Britain, including to islands such as

Shetland or the Outer Hebrides, as well as to Northern Ireland.

- To connect with an onward flight to a location which is outside mainland Britain. For example, flying from Edinburgh to London Heathrow to connect to a flight to Dubai.
- For relevant disability or other health-related reasons.
- Where childcare or other caring responsibilities mean that flights are the only viable option to ensure the wellbeing of travellers and those they care for.

In these limited exceptions, approval is required from the travellers Head of School or Function prior to booking travel.

- 26.3 The traveller must advise the TMC that an exception has been approved but personal details and circumstances should not be divulged. The TMC will then note this and provide management information to the University of exceptions at an institutional level. The university will review these and take action where appropriate.

## Policy

**Title:** University of Reading Code of Good Practice (Valuing Ourselves and Others)

**Description:**

University of Reading Code of Good Practice (Valuing Ourselves and Others)

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Number Of Pages:** 4

**Publisher:** University of Reading

**Media:** PDF Document

**Enforcement Date:** 01/09/2010

## Policy

**Title:** University of Reading Harassment and Bullying Procedure

**Description:** University of Reading Harassment and Bullying Procedure

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Number Of Pages:** 4

**Publisher:** University of Reading

**Media:** PDF Document

**Enforcement Date:** 01/01/2024

# Code of Good Practice (Valuing Ourselves and Others)

## **Introduction**

The University of Reading strives to provide a supportive and positive environment within which all its members may work or study in spirit of harmony and mutual trust. It aims to recognise and value the contributions of all staff and students. It is committed to ensuring that the rights of individuals are respected and that its members are treated with dignity, respect and courtesy at all times. The Code of Good Practice which follows sets out the standards of behaviour which the University expects of its staff, students, suppliers, providers, contractors and users of facilities and others with whom it comes into contact in the furtherance of its objectives.

## **Code of Good Practice**

It is reasonable to expect that, as a member of the University community, you will behave appropriately towards your colleagues by:

### **Personal Integrity**

- keeping to agreements and fulfilling commitments; abiding by the University's rules and procedures; dealing with individuals honourably at every opportunity
- demonstrating confidence and trust in colleagues as they go about their work and study

### **Respecting and Valuing Others**

- respecting other people's rights to their views and, in so doing, recognising their individuality

- valuing colleagues' professional judgement and experience in their particular area of expertise
- valuing colleagues' contribution both as an individual and as a member of a team or group
- respecting other people's dignity, treating them fairly and behaving appropriately towards them
- respecting colleagues' work space to ensure confidentiality and avoidance of clutter and hazards
- respecting colleagues' personal space (e.g. by not standing too close, crowding or touching)
- respecting other people's property and the property of the University
- not making jokes or comments which discriminate against particular groups

### **Communication**

- communicating clearly and with consideration
- listening carefully and with an open mind
- framing responses in a thoughtful and considered way
- communicating directly and not speaking in a way that maligns or demeans others
- not initiating or spreading rumours or gossip that may be detrimental to colleagues
- using emails appropriately and carefully to ensure that messages do not give offence, either in tone or content
- not interrupting colleagues who are otherwise engaged (e.g. on the telephone or with a visitor) unless in an emergency

### **Responsibility**

- accepting personal and, where appropriate, managerial responsibility and accountability for your actions, including willingness to listen to constructive feedback and offer constructive feedback to others in a caring and appropriate way
- not hesitating, if in doubt, to request clarification as to where ultimate responsibility for the consequences of a particular course of action lies
- accepting with grace recognition of your own and colleagues' achievements

### **Co-operation and Support**

- co-operating with and supporting colleagues, particularly when difficult decisions have to be made, and respecting their knowledge and experience in the decision-making



- supporting colleagues when they are undertaking particularly heavy workloads or are engaged as a part of their professional life in a period of reflection, creativity or innovation
- showing understanding towards colleagues when they are facing personal or work-related difficulties and, where appropriate, providing reassurance, guidance and support

### **Raising Awareness of the Code of Good Practice**

Through reference to the Code in material routinely distributed to all staff and students and in its recruitment literature, the University will promote the precepts of the Code to the extent that:

- all members of the University are made aware of the standards of good practice and behaviour expected of them
- managers are alert to unacceptable behaviour and ready to deal with any such occurrences promptly and sensitively
- disputes can be resolved close to source, informally and expeditiously

### **University Support**

The University will take the following steps to support and promote this Code of Good Practice:

- provide training and development programmes for staff to raise awareness and promote good practice
- provide training and development programmes for managers to develop and improve appropriate skills
- publicise the Code as widely as possible in order to ensure that all staff and students are aware of its existence
- ensure that no policy or procedure relating to staff and students is at variance with the spirit of the Code
- include a reference to the Code in all induction material
- review periodically the effectiveness and currency of the Code

### **Equal Opportunities Policy**

The Code is fully in accord with the University's Policy on Equal Opportunities and Diversity which aims to promote fair treatment and equality of opportunity. Any member of the University who feels they have been treated unfairly and seeks conciliation or redress has a range of agencies available to them and can request support from, for example, a trained

Harassment Adviser (through the Equal Opportunities and Diversity Office), a Human Resources Professional (through the Director of Human Resources), an officer of the Student Union, a Counsellor or the Occupational Health Service. Officials of the campus Trades Unions provide a similar service for their members.

## Policy

**Title:** Henley EDI Strategy

**Description:** Henley Business School EDI Strategy

**Date:** 27/08/2024

**Language:** English

**Sharing Rights:** PRME  
Community

**Scope:** Henley Business  
School

**Enforcement Date:** 01/10/  
2023

**Number Of Pages:** 8

**Publisher:** Henley  
Business School

**Media:** PDF Document



Student equity, diversity, inclusion

## Policy

**Title:** University of Reading Equal Opportunities Policy

**Description:** University of Reading Equal Opportunities Policy

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of  
Reading

**Number Of Pages:** 11

**Publisher:** University of  
Reading

**Media:** PDF Document

**Enforcement Date:** 26/09/  
2022

## Henley Business School Equity, Diversity and Inclusion Strategy

### Vision:

Our vision is to be a truly international business school which aims to provide an excellent learning experience through world-class research and thinking. Central to this, equity, diversity and inclusion are embedded within our beliefs of ‘being human’, ‘bringing passion’ and ‘braving change’.

Being human	We act responsibly, fairly and consider the impact on others and our societies.	Our systems, process and policies are equitable
Bringing passion	We energise people with the clarity and excellence of our thinking.	Our culture fosters inclusive behaviours, actions and mindset
Braving change	We speak up, disrupt and are proud to be different.	We engender psychological safety

### Governance:

School Directors of EDI: Dr Miriam Marra and Dr Melissa Carr. Responsible for coordinating and driving the EDI strategy.

They are supported by

- The Dean and Executive Committee.
- Finance and Resource Committee of which the EDI Directors are members.
- Athena Swan Steering Group – staff representatives of key areas across the Business School working towards the implementation of the 2020 Athena Swan award’s gender-equality agenda and the 2025 award re-accreditation.
- EDI Champions – an inclusive group of self-nominate staff who are passionate and committed to EDI, contribute towards specific projects and initiatives, and represent a two-way communication channel for news and issues awareness from the EDI Directors to the Business School staff/students and vice-versa.
- The World of Work Institute (WoWI) – EDI Theme led by Dr Melissa Carr. The WoWI seeks to examine the developments in the working world and enable Henley to ‘practice

what it preaches' by leveraging staff expertise and develop a culture that is 'gold standard'. The EDI research theme within the WoWI will bring together research expertise from staff and work with external stakeholders to identify best practices. This can be used both internally and externally to attract staff and support Henley in its vision to become an employer of choice.

### **Our priorities:**

We recognize that our differences in backgrounds, perspectives, and experiences enrich our work/study place and drive innovation. Therefore, our Equity, Diversity, and Inclusion (EDI) strategy seeks to ensure that all staff and students, regardless of their race, ethnicity, gender, sexual orientation, ability, age, socio-economic background or any other characteristics, feel valued, supported, and empowered to achieve their full potential.

We will work towards becoming a leading EDI best in practice business school as evaluated against the EDI maturity model (see Appendix 1). The aim is for EDI be ingrained in all that we do, and both bottom up and top down, rather than be seen as a 'function'.

We have identified several areas as priority for continued improvement; the areas are part of wider action-sets related to:

- **Gender.**

#### Aims

Staff - We want to enable more women to progress in careers and participate in leadership roles through identifying and tackling barriers.

Students - Student activities should engage all genders; curriculum and practice should be proactively inclusive.

- **Race and Ethnicity.**

#### Aims

Staff - We want to ensure that we have a diverse range of people employed across all roles, including leadership roles and that we foster an inclusive workplace.

Students - We want teaching, learning, assessment, and student support to engage students of all races and ethnicities and help them excel.

- **Disability and Neurodiversity.**

Aims

We strongly believe that our Business School should proactively cater for the needs and approaches of our staff and students with visible and hidden disabilities and take active steps towards achieving this.

We recognise the importance of fostering a culture that is open, welcoming, and facilitative to all types of neurodiverse colleagues.

- **Socio-economic background.**

Aim

We want to raise awareness about the benefits and best strategies of social mobility, ensuring our Business School recruits capable and ambitious staff and students from the widest range of socio-economic backgrounds.

Identifying priority areas is not at the exclusion of other protected characteristics. For example, we encourage activities associated with religious faith and belief, and with sexual orientation. We want to work towards ensuring everyone feels comfortable in being themselves at work and being confident to be open about their religion and sexuality if they wish to do so.

## Project Matrix

Area of focus		KPI's	Supporting activities	Involvement
Gender	<p>Staff- We want to enable more women to progress in careers and participate in leadership roles through identifying and tackling barriers.</p> <p>Students - Student activities should engage all genders; curriculum and practice should be proactively inclusive.</p>	<p>Maintain Athena Swan Bronze accreditation (2025-6)</p> <p>Decision to be made on Silver application by end of 2023)</p>	<p>Project OLIVIA</p> <p>Annual Women in Business event (externally sponsored; student-facing with top-calibre professional women and men as speakers and guests).</p> <p>Awards and bursaries: Women in Leadership scholarship for Flex-MBA (in collaboration with Financial Times and 30% Club); Women in Finance scholarship for MSc in Finance programmes; World of Work Institute/EDI PhD scholarships.</p>	<p>Athena Swan steering committee</p> <p>EDI Champions</p> <p>School Directors of Teaching and Learning (SDTL)</p> <p>Programme Area Directors (PADs)</p> <p>Programme Directors (PDs)</p>
Race and ethnicity	<p>Staff- We want to ensure that we have a diverse range of people employed across all roles, including leadership roles and that we foster an inclusive workplace.</p> <p>Students - We want teaching, learning, assessment, and student support to engage students of all races and ethnicities and help them excel.</p>	<p>Raise awareness across all staff of the awarding and retention gap.</p> <p>Implement and evaluate interventions to support students.</p>	<p>Active participation to UoR Students' Award Gap Committee.</p> <p>Implementation of all recommendations from:</p> <ul style="list-style-type: none"> <li>the Henley Business School internal 'Equity Effect' survey and <a href="#">external 2021 report</a></li> <li>the University of Reading internal <a href="#">Race Equality Review 2021</a></li> <li>the University of Reading report on <a href="#">Decolonising the Curriculum</a></li> </ul>	<p>SDTL</p> <p>PADs</p> <p>PDs</p> <p>Module leaders</p> <p>Awarding Gap Steering group</p> <p>EDI Champions</p>



			ICMA EDI students' activities: celebration of Black History Month (this year workshop on the role of Gospel singing in Black history), celebration of Lunar New Year using traditional elements from Eastern culture, commemoration and celebration of all national festivities with regular emails and posters.	
Disability and Neurodiversity	<p>We strongly believe that our Business School should proactively cater for the needs and approaches of our staff and students with visible and hidden disabilities and take active steps towards achieving this.</p> <p>We recognise the importance of fostering a culture that is open, welcoming, and facilitative to all types of neurodiverse colleagues.</p>	<p>Greenlands accessibility improvements</p> <p>T&amp;L Digital accessibility projects</p>	<p>Network of local departmental disability representatives trained to the topic of physical and mental disabilities and neurodiversity.</p> <p>Implementation of recommendations from the University of Reading internal <a href="#">Disability and Neurodiversity Review 2022</a>.</p> <p>EDI Podcast Series on Disability and Neurodiversity (in production)</p>	<p>Estates</p> <p>Disability reps</p> <p>Teaching Innovation Hub</p> <p>EDI Champions</p>
Socio-economic background	We want to raise awareness about the benefits and best strategies of social mobility, ensuring our Business School recruits capable and ambitious staff and students from the	Raise awareness of socio-economic awarding gaps	EDI Podcast Series on Social mobility (involving academics and students from the University of Reading, and members of the Sutton Trust and the 93% Club).	<p>SDTL</p> <p>PADs</p> <p>PDs and module leaders</p> <p>Awarding gap steering group</p>

	<p>widest range of socio-economic backgrounds.</p>		<p>Active participation to UoR Students' Award Gap Committee.</p> <p>Research Study Project on Widening Participation and lower SE background students in Henley Business School (analysis of progression, award, attainment and enrolment data since 2008 to drive ad-hoc interventions).</p>	<p>EDI Champions</p>
--	--	--	--	----------------------

## Appendix 1: EDI Maturity Model

Level	Descriptor	What do we hear?	How does this look?
1	Aware	'EDI is new to us, and we are beginning to be aware of its importance'	<p>Organisation: Lack of policies Lack of desire to address EDI issues</p> <p>Leadership: Unaware/uninterested Maintaining the status quo</p>
2	Compliant	'EDI is important, so we will do it'	<p>Organisation: Addressed EDI from a legislative perspective Basic data collection Basic policy development</p> <p>Leadership: Does not 'own' EDI responsibility Responsibility delegated to a few e.g. HR/EDI</p>
3	Tactical	'EDI is important to our strategic success'	<p>Organisation: EDI is a strategic priority KPI's are developed and monitored</p> <p>Leadership: All leaders own and communicate the EDI strategy throughout the business All leaders held accountable for achieving EDI KPI's</p>

4	Integrated	'EDI is part of everything we do'	<p>Organisation: All policies and practices reflect and reinforce EDI strategy Organisation actively supports under-represented groups</p> <p>Leadership: Leaders have string EDI knowledge and integrate this into all activities</p>
5	Sustainable	'We are leading EDI best in practice'	<p>Organisation: Full organisational support and leading practices in this area Innovative and courageous in challenging the status quo. A culture which allows for psychological safety.</p> <p>Leadership: All leaders challenge their own thinking and that of others. Leaders take full and active responsibility for driving EDI within their areas.</p>

Source: The model above is based on Washington's (2022) model of DEI Maturity:

[The Five Stages of DEI Maturity \(hbr.org\)](https://hbr.org/2022/01/the-five-stages-of-dei-maturity/)

## Policy

**Title:** University of Reading Code of Good Practice (Valuing Ourselves and Others)

**Description:**

University of Reading Code of Good Practice (Valuing Ourselves and Others)

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Number Of Pages:** 4

**Publisher:** University of Reading

**Media:** PDF Document

**Enforcement Date:** 01/09/2010

## Policy

**Title:** University of Reading Harassment and Bullying Procedure

**Description:** University of Reading Harassment and Bullying Procedure

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Number Of Pages:** 4

**Publisher:** University of Reading

**Media:** PDF Document

**Enforcement Date:** 01/01/2024

# Code of Good Practice (Valuing Ourselves and Others)

## **Introduction**

The University of Reading strives to provide a supportive and positive environment within which all its members may work or study in spirit of harmony and mutual trust. It aims to recognise and value the contributions of all staff and students. It is committed to ensuring that the rights of individuals are respected and that its members are treated with dignity, respect and courtesy at all times. The Code of Good Practice which follows sets out the standards of behaviour which the University expects of its staff, students, suppliers, providers, contractors and users of facilities and others with whom it comes into contact in the furtherance of its objectives.

## **Code of Good Practice**

It is reasonable to expect that, as a member of the University community, you will behave appropriately towards your colleagues by:

### **Personal Integrity**

- keeping to agreements and fulfilling commitments; abiding by the University's rules and procedures; dealing with individuals honourably at every opportunity
- demonstrating confidence and trust in colleagues as they go about their work and study

### **Respecting and Valuing Others**

- respecting other people's rights to their views and, in so doing, recognising their individuality

- valuing colleagues' professional judgement and experience in their particular area of expertise
- valuing colleagues' contribution both as an individual and as a member of a team or group
- respecting other people's dignity, treating them fairly and behaving appropriately towards them
- respecting colleagues' work space to ensure confidentiality and avoidance of clutter and hazards
- respecting colleagues' personal space (e.g. by not standing too close, crowding or touching)
- respecting other people's property and the property of the University
- not making jokes or comments which discriminate against particular groups

### **Communication**

- communicating clearly and with consideration
- listening carefully and with an open mind
- framing responses in a thoughtful and considered way
- communicating directly and not speaking in a way that maligns or demeans others
- not initiating or spreading rumours or gossip that may be detrimental to colleagues
- using emails appropriately and carefully to ensure that messages do not give offence, either in tone or content
- not interrupting colleagues who are otherwise engaged (e.g. on the telephone or with a visitor) unless in an emergency

### **Responsibility**

- accepting personal and, where appropriate, managerial responsibility and accountability for your actions, including willingness to listen to constructive feedback and offer constructive feedback to others in a caring and appropriate way
- not hesitating, if in doubt, to request clarification as to where ultimate responsibility for the consequences of a particular course of action lies
- accepting with grace recognition of your own and colleagues' achievements

### **Co-operation and Support**

- co-operating with and supporting colleagues, particularly when difficult decisions have to be made, and respecting their knowledge and experience in the decision-making



- supporting colleagues when they are undertaking particularly heavy workloads or are engaged as a part of their professional life in a period of reflection, creativity or innovation
- showing understanding towards colleagues when they are facing personal or work-related difficulties and, where appropriate, providing reassurance, guidance and support

### **Raising Awareness of the Code of Good Practice**

Through reference to the Code in material routinely distributed to all staff and students and in its recruitment literature, the University will promote the precepts of the Code to the extent that:

- all members of the University are made aware of the standards of good practice and behaviour expected of them
- managers are alert to unacceptable behaviour and ready to deal with any such occurrences promptly and sensitively
- disputes can be resolved close to source, informally and expeditiously

### **University Support**

The University will take the following steps to support and promote this Code of Good Practice:

- provide training and development programmes for staff to raise awareness and promote good practice
- provide training and development programmes for managers to develop and improve appropriate skills
- publicise the Code as widely as possible in order to ensure that all staff and students are aware of its existence
- ensure that no policy or procedure relating to staff and students is at variance with the spirit of the Code
- include a reference to the Code in all induction material
- review periodically the effectiveness and currency of the Code

### **Equal Opportunities Policy**

The Code is fully in accord with the University's Policy on Equal Opportunities and Diversity which aims to promote fair treatment and equality of opportunity. Any member of the University who feels they have been treated unfairly and seeks conciliation or redress has a range of agencies available to them and can request support from, for example, a trained

Harassment Adviser (through the Equal Opportunities and Diversity Office), a Human Resources Professional (through the Director of Human Resources), an officer of the Student Union, a Counsellor or the Occupational Health Service. Officials of the campus Trades Unions provide a similar service for their members.

## Policy

**Title:** Henley EDI Strategy

**Description:** Henley Business School EDI Strategy

**Date:** 27/08/2024

**Language:** English

**Sharing Rights:** PRME  
Community

**Scope:** Henley Business  
School

**Enforcement Date:** 01/10/  
2023

**Number Of Pages:** 8

**Publisher:** Henley  
Business School

**Media:** PDF Document

Other relevant University of Reading policies

## Policy

**Title:** University of Reading Re-Use Policy

**Description:** University of Reading Re-Use Policy

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of  
Reading

**Enforcement Date:** 24/02/  
2022

**Number Of Pages:** 3

**Publisher:** University of  
Reading

**Media:** PDF Document

## Henley Business School Equity, Diversity and Inclusion Strategy

### Vision:

Our vision is to be a truly international business school which aims to provide an excellent learning experience through world-class research and thinking. Central to this, equity, diversity and inclusion are embedded within our beliefs of ‘being human’, ‘bringing passion’ and ‘braving change’.

Being human	We act responsibly, fairly and consider the impact on others and our societies.	Our systems, process and policies are equitable
Bringing passion	We energise people with the clarity and excellence of our thinking.	Our culture fosters inclusive behaviours, actions and mindset
Braving change	We speak up, disrupt and are proud to be different.	We engender psychological safety

### Governance:

School Directors of EDI: Dr Miriam Marra and Dr Melissa Carr. Responsible for coordinating and driving the EDI strategy.

They are supported by

- The Dean and Executive Committee.
- Finance and Resource Committee of which the EDI Directors are members.
- Athena Swan Steering Group – staff representatives of key areas across the Business School working towards the implementation of the 2020 Athena Swan award’s gender-equality agenda and the 2025 award re-accreditation.
- EDI Champions – an inclusive group of self-nominate staff who are passionate and committed to EDI, contribute towards specific projects and initiatives, and represent a two-way communication channel for news and issues awareness from the EDI Directors to the Business School staff/students and vice-versa.
- The World of Work Institute (WoWI) – EDI Theme led by Dr Melissa Carr. The WoWI seeks to examine the developments in the working world and enable Henley to ‘practice

what it preaches' by leveraging staff expertise and develop a culture that is 'gold standard'. The EDI research theme within the WoWI will bring together research expertise from staff and work with external stakeholders to identify best practices. This can be used both internally and externally to attract staff and support Henley in its vision to become an employer of choice.

### **Our priorities:**

We recognize that our differences in backgrounds, perspectives, and experiences enrich our work/study place and drive innovation. Therefore, our Equity, Diversity, and Inclusion (EDI) strategy seeks to ensure that all staff and students, regardless of their race, ethnicity, gender, sexual orientation, ability, age, socio-economic background or any other characteristics, feel valued, supported, and empowered to achieve their full potential.

We will work towards becoming a leading EDI best in practice business school as evaluated against the EDI maturity model (see Appendix 1). The aim is for EDI be ingrained in all that we do, and both bottom up and top down, rather than be seen as a 'function'.

We have identified several areas as priority for continued improvement; the areas are part of wider action-sets related to:

- **Gender.**

#### Aims

Staff - We want to enable more women to progress in careers and participate in leadership roles through identifying and tackling barriers.

Students - Student activities should engage all genders; curriculum and practice should be proactively inclusive.

- **Race and Ethnicity.**

#### Aims

Staff - We want to ensure that we have a diverse range of people employed across all roles, including leadership roles and that we foster an inclusive workplace.

Students - We want teaching, learning, assessment, and student support to engage students of all races and ethnicities and help them excel.

- **Disability and Neurodiversity.**

Aims

We strongly believe that our Business School should proactively cater for the needs and approaches of our staff and students with visible and hidden disabilities and take active steps towards achieving this.

We recognise the importance of fostering a culture that is open, welcoming, and facilitative to all types of neurodiverse colleagues.

- **Socio-economic background.**

Aim

We want to raise awareness about the benefits and best strategies of social mobility, ensuring our Business School recruits capable and ambitious staff and students from the widest range of socio-economic backgrounds.

Identifying priority areas is not at the exclusion of other protected characteristics. For example, we encourage activities associated with religious faith and belief, and with sexual orientation. We want to work towards ensuring everyone feels comfortable in being themselves at work and being confident to be open about their religion and sexuality if they wish to do so.

## Project Matrix

Area of focus		KPI's	Supporting activities	Involvement
Gender	<p>Staff- We want to enable more women to progress in careers and participate in leadership roles through identifying and tackling barriers.</p> <p>Students - Student activities should engage all genders; curriculum and practice should be proactively inclusive.</p>	<p>Maintain Athena Swan Bronze accreditation (2025-6)</p> <p>Decision to be made on Silver application by end of 2023)</p>	<p>Project OLIVIA</p> <p>Annual Women in Business event (externally sponsored; student-facing with top-calibre professional women and men as speakers and guests).</p> <p>Awards and bursaries: Women in Leadership scholarship for Flex-MBA (in collaboration with Financial Times and 30% Club); Women in Finance scholarship for MSc in Finance programmes; World of Work Institute/EDI PhD scholarships.</p>	<p>Athena Swan steering committee</p> <p>EDI Champions</p> <p>School Directors of Teaching and Learning (SDTL)</p> <p>Programme Area Directors (PADs)</p> <p>Programme Directors (PDs)</p>
Race and ethnicity	<p>Staff- We want to ensure that we have a diverse range of people employed across all roles, including leadership roles and that we foster an inclusive workplace.</p> <p>Students - We want teaching, learning, assessment, and student support to engage students of all races and ethnicities and help them excel.</p>	<p>Raise awareness across all staff of the awarding and retention gap.</p> <p>Implement and evaluate interventions to support students.</p>	<p>Active participation to UoR Students' Award Gap Committee.</p> <p>Implementation of all recommendations from:</p> <ul style="list-style-type: none"> <li>the Henley Business School internal 'Equity Effect' survey and <a href="#">external 2021 report</a></li> <li>the University of Reading internal <a href="#">Race Equality Review 2021</a></li> <li>the University of Reading report on <a href="#">Decolonising the Curriculum</a></li> </ul>	<p>SDTL</p> <p>PADs</p> <p>PDs</p> <p>Module leaders</p> <p>Awarding Gap Steering group</p> <p>EDI Champions</p>



			ICMA EDI students' activities: celebration of Black History Month (this year workshop on the role of Gospel singing in Black history), celebration of Lunar New Year using traditional elements from Eastern culture, commemoration and celebration of all national festivities with regular emails and posters.	
Disability and Neurodiversity	<p>We strongly believe that our Business School should proactively cater for the needs and approaches of our staff and students with visible and hidden disabilities and take active steps towards achieving this.</p> <p>We recognise the importance of fostering a culture that is open, welcoming, and facilitative to all types of neurodiverse colleagues.</p>	<p>Greenlands accessibility improvements</p> <p>T&amp;L Digital accessibility projects</p>	<p>Network of local departmental disability representatives trained to the topic of physical and mental disabilities and neurodiversity.</p> <p>Implementation of recommendations from the University of Reading internal <a href="#">Disability and Neurodiversity Review 2022</a>.</p> <p>EDI Podcast Series on Disability and Neurodiversity (in production)</p>	<p>Estates</p> <p>Disability reps</p> <p>Teaching Innovation Hub</p> <p>EDI Champions</p>
Socio-economic background	We want to raise awareness about the benefits and best strategies of social mobility, ensuring our Business School recruits capable and ambitious staff and students from the	Raise awareness of socio-economic awarding gaps	EDI Podcast Series on Social mobility (involving academics and students from the University of Reading, and members of the Sutton Trust and the 93% Club).	<p>SDTL</p> <p>PADs</p> <p>PDs and module leaders</p> <p>Awarding gap steering group</p>

	<p>widest range of socio-economic backgrounds.</p>		<p>Active participation to UoR Students' Award Gap Committee.</p> <p>Research Study Project on Widening Participation and lower SE background students in Henley Business School (analysis of progression, award, attainment and enrolment data since 2008 to drive ad-hoc interventions).</p>	<p>EDI Champions</p>
--	--	--	--	----------------------

## Appendix 1: EDI Maturity Model

Level	Descriptor	What do we hear?	How does this look?
1	Aware	'EDI is new to us, and we are beginning to be aware of its importance'	<p>Organisation: Lack of policies Lack of desire to address EDI issues</p> <p>Leadership: Unaware/uninterested Maintaining the status quo</p>
2	Compliant	'EDI is important, so we will do it'	<p>Organisation: Addressed EDI from a legislative perspective Basic data collection Basic policy development</p> <p>Leadership: Does not 'own' EDI responsibility Responsibility delegated to a few e.g. HR/EDI</p>
3	Tactical	'EDI is important to our strategic success'	<p>Organisation: EDI is a strategic priority KPI's are developed and monitored</p> <p>Leadership: All leaders own and communicate the EDI strategy throughout the business All leaders held accountable for achieving EDI KPI's</p>

4	Integrated	'EDI is part of everything we do'	<p>Organisation: All policies and practices reflect and reinforce EDI strategy Organisation actively supports under-represented groups</p> <p>Leadership: Leaders have string EDI knowledge and integrate this into all activities</p>
5	Sustainable	'We are leading EDI best in practice'	<p>Organisation: Full organisational support and leading practices in this area Innovative and courageous in challenging the status quo. A culture which allows for psychological safety.</p> <p>Leadership: All leaders challenge their own thinking and that of others. Leaders take full and active responsibility for driving EDI within their areas.</p>

Source: The model above is based on Washington's (2022) model of DEI Maturity:

[The Five Stages of DEI Maturity \(hbr.org\)](https://hbr.org/2022/01/the-five-stages-of-dei-maturity/)

## Policy

**Title:** University of Reading Fairtrade Statement

**Description:** University of Reading Fairtrade Statement

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Number Of Pages:** 2

**Enforcement Date:** 26/01/2023

**Publisher:** University of Reading

**Media:** PDF Document

## Policy

**Title:** University of Reading Investment Policy

**Description:** University of Reading Investment Policy (Section 5, Responsible Investment Policy)

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Scope:** University of Reading

**Number Of Pages:** 4

**Enforcement Date:** 19/02/2024

**Publisher:** University of Reading

**Media:** PDF Document



# University of Reading Fairtrade Statement

The University of Reading and Reading University Students Union assign great importance to the University's role within the local and international community. We recognise that the purchasing decisions we make have an impact on the environment, people and communities that provide our goods. Therefore, the University of Reading is committed to supporting, using and promoting Fairtrade and ethically sourced products to provide a positive impact as part of our wider University Environmental Sustainability Strategy.

**This statement will be upheld through the following objectives:**

## **1. Steering Group**

A Fairtrade Steering Group, with representatives from University staff, the student body and the community, will meet once a term at minimum to discuss and encourage action for Fairtrade and work towards UN Sustainability Development Goals (SDG) 10 and 12 around *Reduced Inequalities* and *Responsible Consumption and Production*. The Steering Group's job will be to continuously monitor and improve the University's approach to Fairtrade. Updates on the activity of the Fairtrade Steering Group will be fed into the wider Environmental Sustainability reporting and audits.

## **2. Sale of Fairtrade products**

Fairtrade products will be made available for sale in all University and Student Union outlets as well as the onsite retailer, Co-op. The University and RUSU will seek to increase the number of Fairtrade lines offered across the whole organisation. Where this is not possible, due for example to purchasing constraints or long-term contracts, there is a commitment to replace stock with other ethically sourced items and to explore where we can make changes in the supply chain.

## **3. Hospitality**

The University and RUSU will offer the option of Fairtrade tea, coffee and sugar at all internal meetings. Where staff provide their own drinks, the University will seek to encourage meeting attendees to choose Fairtrade products.



#### 4. Promotion

The University will work closely with Reading University Students Union to run campaigns on campus to increase the understanding of Fairtrade and encourage the consumption and use of Fairtrade products.

These campaigns will include, but not be limited to:

- Fairtrade promotional materials will be displayed in places where Fairtrade products are sold.
- Articles and other appropriate material will be included in suitable University publications and social media.
- Staff and students at the University will be educated on the existence of this statement.
- University will participate in the annual Fairtrade Fortnight event.
- University will maintain and act on a SMART Fairtrade action plan.
- University will deliver one or more innovative activities on Fairtrade, trade justice or ethical consumption each year, in partnership with students.

#### 5. Curriculum and Research

The Steering Group will work with academic staff to incorporate Fairtrade and its related theories (such as ethical consumption and trade justice) into relevant teaching and research and promote the valuable courses and research that is already taking place. The Steering Group will also aim to encourage students to investigate Fairtrade in their coursework, research, RUSU activities or extra-curricular activities such as the student Red Sustainable Action Award.

#### 6. Monitoring and Review

The University and Students Union will be responsible for reviewing this statement annually.

<b>Signed:</b> 	<b>Signed:</b> 	<b>Signed:</b> 
<b>Name:</b> Phoebe Barker	<b>Name:</b> Mark Fellowes	<b>Name:</b> Sheldon Allen
<b>Title:</b> Environment and Ethics Officer at Reading University Students' Union	<b>Title:</b> Pro-Vice Chancellor (Academic Planning & Resource)	<b>Title:</b> President of Reading University Students' Union
<b>Date:</b> 26/01/23	<b>Date:</b> 23/01/23	<b>Date:</b> 26/01/23
<b>Next Review Date:</b> Autumn 2023	<b>Next Review Date:</b> Autumn 2023	<b>Next Review Date:</b> Autumn 2023

## Policy

**Title:** University of Reading Sustainable Food Policy

**Description:** University of Reading Sustainable Food Policy

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Number Of Pages:** 1

**Enforcement Date:** 30/10/2023

**Publisher:** University of Reading

**Media:** Website

**URL:**  
[https://  
www.hospitalityuor.co.uk/  
sustainability/food-  
policy/](https://www.hospitalityuor.co.uk/sustainability/food-policy/)

## Policy

**Title:** University of Reading Responsible Procurement

**Description:** University of Reading Responsible Procurement

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Number Of Pages:** 1

**Enforcement Date:** 01/01/2022

**Publisher:** University of Reading

**Media:** Website

**URL:**  
[https://  
www.reading.ac.uk/  
procurement/information-  
for-suppliers/responsible-  
procurement](https://www.reading.ac.uk/procurement/information-for-suppliers/responsible-procurement)



## Policy

**Title:** University of Reading IT Equipment Disposal Policy

**Description:** University of Reading IT Equipment Disposal Policy

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** Public

**Scope:** University of Reading

**Number Of Pages:** 4

**Enforcement Date:** 17/05/2022

**Publisher:** University of Reading

**Media:** PDF Document

# IT Equipment Disposal Policy

## 1. Purpose and scope

- 1.1 This document sets out the University's policy on the disposal of IT equipment and other data holding devices (including telephones).

This Policy is in place to ensure that the University complies with various pieces of legislation, including:

- the General Data Protection Regulation (GDPR) 2016, UK GDPR and Data Protection Act (DPA) 2018
- the Waste Electrical and Electronic Equipment (WEEE) Regulations 2013 (as amended)
- the Environmental Protection Act 1990 Part II, section 34

The Policy also aims to ensure that:

- 1.2 The University protects both University IT equipment, other data holding devices and sensitive information from unauthorised access and use.
- 1.3 The University's recycling objectives are met.
- 1.4 The University complies with any software licence obligations.
- 1.5 The University can maintain accurate records of University IT assets.

## 2. Definitions

**University-owned and/or managed IT equipment** - includes equipment bought using a University budget. This includes equipment bought on research grants, Personal Development Allowances and Staff Development Accounts.

**Data Holding Device (s)** – includes computers, servers, laptops, notebooks, iPads, tablets, mobile phones; any printers, photocopiers, and scanners with internal data storage facilities; and any external hard drives, memory sticks.

**Peripherals** – includes keyboards, mice, charging cables, monitors, laptop stands and risers

### **3. Why procedures for managing IT-equipment disposal are important and the consequences of non-compliance**

- 3.1 The development of sophisticated data retrieval techniques mean that information previously thought to be deleted from University-owned devices can now be 'reformed' or 'undeleted'; this creates significant risks for the University, including risks to persons to whom data relates, reputational damage, and regulatory enforcement action which can amount to substantial monetary penalties for breaches of the security principle of the GDPR and DPA.
- 3.2 The disposal of IT equipment therefore requires careful, professional handling to ensure that it is done securely and competently.
- 3.3 Staff may need to transfer software to another device, before equipment is disposed of; staff should contact DTS department to discuss their requirements, including re-use of software.
- 3.4 Internal re-use of IT equipment can bring benefits to the University in terms of sustainability and best use of resources. However, the University needs to ensure that the locations and users of University assets are monitored and recorded. Some assets may be unsuitable for re-issue or re-use due to factors such as the age and/or performance of the device and/or the resources required to maintain and update aged devices.

### **4. Scope**

- 4.1 This policy applies to all staff, students and anyone who uses and/or disposes of University-owned and/or managed IT equipment.
- 4.2 It applies to University-owned and/or managed Data Holding Devices and any other data storing device not listed above.

### **5. Requirements and Key Principles**

- 5.1 Where possible and appropriate, consideration will be given to whether IT equipment can be re-used internally, prior to sending for disposal. All devices must be wiped and re-imaged by DTS before being re-used.
- 5.2 When a University-owned and/or managed Data Holding Device is no longer required it must be securely disposed of in line with current disposal procedures (as detailed in 5.4). For *non*-data holding devices (for example accessories such as monitors or keyboards), consideration should be given as to whether it can be re-used in accordance with the University's current Re-use Policy.
- 5.3 University-owned and/or managed IT equipment must not be sold or given away to third parties. University-owned and/or managed IT equipment, capable of holding University data (such as laptops, desktops, hard drives, mobiles and USB's, must not be given to any member of staff, student or third party without prior approval from DTS. This includes equipment bought with research grants. Peripheral IT items,

which are not capable of holding University data, such as keyboards, mice, charging cables, monitors, laptop stands and risers, can be shared and reused within the University without prior approval.

- 5.4 University-owned and/or managed IT equipment must only be disposed of via the University's contracted company for the disposal of IT equipment. This ensures that data holding components are securely destroyed to limit the risk of unauthorized access to data. For most devices, disposal is arranged by completing a [disposal request form](#). For further advice on disposal procedures contact [waste@reading.ac.uk](mailto:waste@reading.ac.uk).
- 5.5 All University Data Holding Devices awaiting disposal must be stored securely by staff. Items collected through the disposal request process must be kept in a restricted access, locked and alarmed, storage facility whilst pending final collection and removal off-site by the University's contracted IT disposal company.
- 5.6 Users of the disposal service for University owned and/or managed devices should note that once items are sent for disposal neither devices nor data on them can be retrieved. It is the responsibility of users to ensure any required data is retained/moved prior to device disposal.
- 5.7 Storage of University information on personal devices should be avoided wherever possible and where unavoidable, only done where this is in line with the University Bring Your Own Device Policy. Personally owned devices which have been used for University work must have all University data securely removed prior to their disposal or transfer. Advice can be found on the Information Commissioner's Office website at <https://ico.org.uk/your-data-matters/online/deleting-your-data-from-computers-laptops-and-other-devices/>. The University retains overall responsibility for the secure removal of University data and risks that present if this is not done, however, compromises of University information as a result of unsatisfactory data removal on a personal device may constitute a breach of University Information Compliance Policies – for this reason we would recommend the avoidance of storing data on personal devices and seeking advice if you are unsure.
- 5.8 Advice on handover of University information prior to leaving the University can be found here <https://www.reading.ac.uk/imps/data-protection/leaving-the-university>.
- 5.9 Suspected or actual compromises of University data must be reported to IMPS immediately at [imps@reading.ac.uk](mailto:imps@reading.ac.uk) 0118 378 8981.

## **6. Where to go to for advice**

**DTS** [it@reading.ac.uk](mailto:it@reading.ac.uk) 0118 378 6262

**IMPS** Information governance, records management and data protection

[imps@reading.ac.uk](mailto:imps@reading.ac.uk) 0118 378 8981

## 7. Related policies, procedures, guidelines or regulations

Key related policies and rules:

- Information Security Policy
- Data Protection Policy.
- Bring Your Own Device Policy

Related Information Security Policies can be found at:

<http://www.reading.ac.uk/internal/imps/policiesdocs/imps-policies.aspx>

### Policies superseded by this policy

IT Equipment Disposal Policy V1.2

Version	Keeper	Reviewed	Approved by	Approval date
1.0	Environmental & Sustainability Manager	Every two years	ISWG	26/03/2015
1.1	Sustainability Officer/Data Protection Officer	Every two years	ISG	18/07/2017
1.2	Sustainability Officer/Data Protection Officer	Every two years	ISG	09/12/2019
2.0	Sustainability Services/IMPS	Every two years	(C) ISG	17/05/2022

2. In which areas does the PRME Signatory Member or its governing parent institution set aspiration targets? Mark all that apply.

☒

 Greenhouse gas emissions

Statement

Title: Aspiration Targets relating to RME

Description: This document sets out our Aspiration Targets for a number of RME-related areas

Date: 22/07/2024

Language: English

Sharing Rights: PRME Community

Relevant Stakeholders: Various (students, our staff, international partner networks, communities, education, accrediting bodies, PRME etc)

Purpose: This document sets out our RME-related Aspiration Targets in a range of area

☒

 Water

# Aspiration Targets relating to Responsible Management Education

The University of Reading sets a number of rigorous and stretching Aspiration Targets relating to Responsible Management Education, with which Henley Business School aligns and supports, in accordance with its Sustainability vision to *Embed sustainability practices across the University's operations to become a leader in global environmental sustainability*.

Progress against the environmental sustainability targets is regularly monitored and published in the annual [Environmental Sustainability Report \(2022-23 version\)](#).

## Targets for greenhouse gas emissions

Set in the [University of Reading Net Carbon Plan 2021-30](#).

The University has committed to becoming Net Zero Carbon by 31 July 2030, demonstrating continued leadership in reducing its environmental impacts. Achieving this goal can set the University apart as one of the leading institutions globally in delivering on climate change mitigation.

The University is a recognised leader in reducing its operational carbon emissions. In 2016, the University met its 35% carbon emissions reduction target (compared to its 2008/09 baseline), winning the EAUC Green Gown Award for Carbon Reduction in the process. By January 2020, the University's emissions stood at **44.1% below baseline**, close to reaching its next target of a 45% reduction by July 2021. This placed the University in the **top 5 higher education institutions** in the UK, including the best research-intensive University, for carbon emissions reductions.

In order to maintain a sense of momentum and ensure progress towards its ultimate goal, in the Net Carbon Plan three-year milestone targets were set as follows against the University's 2008/09 baseline:

- July 2021 – existing 45% carbon reduction target
- July 2024 – 57.5% carbon reduction target
- July 2027 – 70% carbon reduction target
- July 2030 – 100% carbon reduction target

The reduction of carbon emissions is prioritised, with evolving work to also establish a robust carbon insetting and/or offsetting programme in relation to the University's business travel. This aims to ensure that local, national and/or international carbon sinks are enhanced to remove the equivalent carbon dioxide emissions from the atmosphere.

## Targets relating to water

Set in the University's [Water Management Plan 2022-26](#).

The University's previous 2016-21 Carbon & Water Management Plan set the following reduction targets for July 2021:

	Non-residential buildings	Residential buildings
<b>Base target</b>	30% reduction vs 2011/12 baseline	5% per capita vs 2015/16
<b>Stretch target</b>	35% reduction vs 2011/12 baseline	5% per capita vs 2015/16

The University achieved the following reductions across its estate:

- Non-residential – cuts of 38% - 40%, saving 288,057 m<sup>3</sup> water and £549,238 cumulatively
- Residential (halls) – cuts of 23% - 27%, despite there being over 1,500 additional bedroom spaces in the onsite halls of residence compared to the 2011/12 baseline year

In combination, this represented reductions of 32% - 35% against baseline and the achieved reductions are significantly greater than the 5-year targets in all instances.

In the Water Management Plan for 2022-26, the following consumption targets were set for 2026:

	Non-residential buildings	Residential buildings
<b>Absolute consumption</b>	45% reduction vs 2011/12 baseline	25% reduction vs 2011/12 baseline
<b>Relative consumption</b>	45% reduction vs 2011/12 baseline	25% reduction vs 2011/12 baseline

## Targets for building/real estate construction or use

The University recognises that construction and refurbishment of buildings provides the ideal opportunity to make design decisions which enhance the energy performance and sustainability credentials of a property and in its policy it commits to considering appropriate sustainable construction, energy and water efficiency opportunities in the design, modification, and refurbishment of new and existing facilities and maintenance practices where practical. Within its Environmental Energy Management System (EEMS), it has also set an objective to reduce the environmental impact of the University's capital projects.

As such, we have set a SMART target for the construction and refurbishment of buildings as part of the strategy for implementing the Environmental and Energy objectives in our policy, using the BREEAM standard as the specific measurable. BREEAM (Building Research Establishment Assessment Method) is a building assessment which uses scientifically-based sustainability metrics and indices covering a range of environmental categories. Its categories evaluate energy and water use, health and wellbeing, pollution, transport, materials, waste, ecology, and management processes. Buildings are rated and certified on a scale of 'Pass', 'Good', 'Very Good', 'Excellent' and 'Outstanding'.

The University's previous target, which was introduced in 2014, was for all newly constructed and refurbished buildings across our campuses to achieve a 'very good' BREEAM rating, or better. Our new SMART target is to achieve an 'excellent' BREEAM rating for all new and refurbished buildings across all campuses. In terms of timeframes, this has been introduced as a formal target as part of the University's new estates strategy which runs from 2022 to 2032, and the target BREEAM rating is required to be attained by the time of building/project completion for each new build or refurbishment project.

In addition to BREEAM rating we also use the principles of the London Energy Transformation Initiative (LEIT) Climate Emergency Design Guide to inform the thinking on the design of buildings to Net Zero Carbon standards. This guide outlines the requirements that should be met to ensure that climate change targets are met to ensure a net zero carbon future.

Brownfield sites are always prioritised for any development that is undertaken, with the focus being refurbishment and reuse of existing space. Although being delivered by a Third party, the new European Centre for Medium Range Weather Forecasts (ECMWF) headquarters will be built on a brownfield site on the University's Whiteknights campus.

## Targets relating to travel

Set in the University's [Travel Plan](#).



## Travel Plan Targets for Commuting Travel

The headline focus of the Travel Plan for commuters (staff and students) is to continue to reduce travel to and from our campuses by Single Occupancy vehicle (SOV). In the past, both separate and combined targets for staff and students have been set, though use of combined targets has at times masked individual progress. Given this, and considering that staff and students have entirely different travel patterns, wants and needs, only separate targets have been set in 2024. The targets are based upon the results of the University's 2024 Travel Survey. They consider the number of respondents who live within two miles of the University who currently drive and that the vast majority of these indicating that they would consider other modes. Of those living over two miles away, there was still some inclination to switch from car driving, though they were more likely to face practical barriers.

### Staff Targets

The 2024 Travel Survey was the first time in which Work from Home has been considered separately to both SOV and sustainable modes. It is effectively a measure of 'reducing the need to travel' which is a key priority within the carbon hierarchy. However, as the Travel Plan does not have direct influence on the ability for staff to work flexibly or Work from Home, this has been grouped alongside sustainable modes for the purpose of establishing targets:

Mode	2024 Travel Survey	2029 Target	Target Difference
SOV	33.5%	27%	-6.5%
Sustainable Modes including Work from Home*	66.5%	73%	+6.5%

\*Sustainable modes includes walking, cycling, public transport, Park & Ride, car-sharing and car clubs.

### Student Targets

The results of the 2024 travel survey have also been used to establish a baseline from which student targets are set:

Mode	2024 Travel Survey	2029 Target	Target Difference
SOV	10.6%	9.5%	-1.1%
Sustainable Modes including Work from Home*	89.4%	90.5%	+1.1%

## Travel Plan Targets for Business Travel

The University has already put in place a Travel Policy relating to Business Travel, adopted in September 2023.

The Travel Policy's target is that business travel emissions are reduced by at least 30% by 2026 (compared to pre-COVID levels) and by 50% by 2030. This includes:

- A 60% reduction in emissions for travel within Europe by 2026; and
- A 50% reduction in emissions from non-economy class flights by 2026.

The Travel Plan supports the targets already set out and puts in place measures and actions which aim to help meet these.

## Targets relating to equity, diversity and inclusion

At the University of Reading, we have a proud history of diversity and inclusion. Reading was the first English university to appoint a female professor (Edith Morley, 1908) and one of our former Vice-Chancellors (Lord Wolfenden) played a key role in decriminalising homosexuality in England and Wales.

Diversity refers to the traits and characteristics that make people unique while inclusion refers to the behaviours and culture that ensure people feel welcome. We recognise that embracing diversity and inclusion is critical to the success of the University. We believe that we can only achieve our vision of being a world-class, forward-looking, confident and ambitious university by recruiting, supporting and developing staff from the widest variety of backgrounds.

We want to be the place where everyone can fulfil their full potential. We believe that supporting diversity and inclusion leads to an ability to attract and retain high-quality staff and students, as well as higher achievements in students from a broader range of backgrounds. This is reflected in our new targets, around which the report this year is structured, which we are working towards for our 2026 centenary. When this is coupled with the simple moral argument that no one should experience inequality as a result of who they are, the case for supporting and promoting diversity and inclusion becomes imperative.

We have a range of mechanisms in place for staff to offer them advice, guidance, and support. Our Employee Assistance Programme (EAP) has been part of a valuable range of resources in supporting our colleagues' wellbeing during the pandemic. Our Harassment Advisors are employees of the University who have volunteered their time to provide confidential support and information to staff members who are experiencing unwanted behaviour, bullying or harassment and need the support of someone to talk to but are unable to approach a colleague or line manager. Our Wellbeing Peer Support network provides informal and confidential support to any member of staff experiencing poor wellbeing, a mental health condition or emotional or psychological distress. We now have around 30 trained staff volunteers providing Wellbeing Peer Support.

We also offer a range of learning and development opportunities to support all staff to help them develop and progress in their careers. These include programmes such as Aurora and Springboard for women, the Diversifying Leadership programme for Black, Asian, and minority ethnic staff, as well as a programme developed internally with The Pacific Institute, RISE (Ready for an Inclusive and Supportive Environment), covering diversity and inclusion across different characteristics. In the year 2021/22, we sponsored 12 participants on the Aurora programme, and 4 participants on Diversifying Leadership, and 41 people participated in the RISE programme.

We know that real change does not happen overnight. It requires cultural and operational change and takes all of us working together. A lot of this is about making small changes that deliver a big impact which is why we have developed our 10 staff and student EDI 2026 targets, which are:

- Target 1 – More than 75% of staff to have declared disability status, gender reassignment and sexual orientation through Employee Self-Service by 2024 and 90% by 2026. More than 98% of staff to have declared ethnicity through Employee Self Service by 2026.
- Target 2 – To eliminate the awarding gap between proportion of disabled and non-disabled undergraduates who achieve a 1st class or 2:1 degree by 2026.
- Target 3 – By 2024 to have met all required actions for the Disability Confident Scheme – Level 1 (Committed). By 2026 to have applied for Disability Confident Scheme – Level 2 (Employer).
- Target 4 – To increase the number of LGBT+ role models and allies by increasing the membership of the LGBT+ and Allies Staff Network by 100% by 2026.
- Target 5 – Reduction of the awarding gap to 4% between the proportion of BAME and white undergraduates who achieve a 1st class or 2:1 degree by 2026.
- Target 6 – The University to attain Bronze Race Equality Charter Mark by 2023 and be working towards Silver by 2026.
- Target 7 – Equitable success rates in the Personal Titles process for Associate Professor and Professor for BAME staff and white staff by 2026.
- Target 8 – To achieve BAME professional services representation of 16% in each of Grade 6, 7, and 8 by 2026. To double BAME professional services representation within Grade 9 from 3.8% to 7.6% by 2026.

- Target 9 – The University to renew Silver Athena Swan Charter Mark by 2026. All STEM Schools to maintain Athena Swan awards and all other Schools to be working towards Charter Mark. One Function to apply for Bronze Directorate Athena Swan award by 2026.
- Target 10 – Have a sex-balanced professoriate, with at least 45% of professors of either sex. Maintain sex-balance in associate professoriate.

## Other Targets

### Waste and Resource Use Strategy 2021-30:

The University's previous Waste Strategy 2016-21 set out ambitious targets for the institution through the themes of reduce, re-use, recycle and report. As the Strategy has been implemented over the last five years, the University has improved its management of waste and mitigated expected increases in disposal costs.

The total amount of waste generated per person has reduced significantly, so that in January 2020 waste production stood at 17.6% less per person when compared to our 2015/16 baseline, well ahead of the targeted 5% per person reduction. The University's recycling rate for operational waste (including re-use, anaerobic digestion & composting) is currently 58% by weight, which is higher than it was in 2016. The University now has better and more comprehensive data available for analysis and reporting.

This new Waste & Resource Use Strategy, covering the period from 2021 to 2030, is focused on responsible resource use and sustainable waste management, acknowledging the global, national and local drivers for improving the University's environmental performance. We must aim to increase resource efficiency by doing more and better with less; to move away from the inefficient linear model of 'take, make, use, throw' towards a circular economy; to prevent waste being generated in the first place; to fulfil our legal obligations and align with the Waste Hierarchy; and to promote new opportunities and initiatives across the University.

Headline targets have been set as the basis for continual improvement:

1. Continue to reduce total waste produced per capita (staff and student FTE) year-on-year from the 2018/19 level of 50.9kg.
2. Increase re-use, remanufacture and repair year-on-year from the 2018/19 level of 11t.
3. By 2024, increase the University's annual recycling rate to a minimum of 60% by weight and then maintain above this level for the duration of the Strategy.
4. By 2024, send less than 1% by weight of waste to landfill and then maintain below this level for the duration of the Strategy.
5. Review the University's procurement practices to enable circular economy approaches to be developed by 2024.

### Emissions and Discharges Strategy 2023-26:

Emissions and Discharges generally refers to the liquid effluent, solid waste and airborne matter that is a by-product of a business's activity.

The University's Energy and Environmental Policy commits to "Reduce the risk and minimise the impact from campus activities by controlling emissions, meeting regulatory standards and implementing emergency response procedures to prevent pollution".

Emissions and discharges include:

- Foul water effluents, sewage and grey water releases to the foul water system.
- Surface water discharges, rainwater run-off from buildings and surfaces
- Emissions to air including gaseous and particulate releases from stacks, the CHP, fumes cupboards,

- Vehicle emissions – commuter vehicles, deliveries, public transport - particulate matter, NOX, SOX and other greenhouse gas emissions.
- Accidental releases (spills and leaks of hazardous substances e.g. oil, chemicals, gases).

The aim of the Plan is to reduce the impact of emissions and discharges on the environment. The University aims to control and reduce emissions where possible by maintaining infrastructure to meet regulatory standards and to prevent pollution from incidents originating from university activities and those of its tenants by implementing plans to eliminate or reduce emissions. The University's objective is to limit the number of incidents and non-conformities raised regarding emissions and discharges from university activities. The University will respond quickly and appropriately to reduce the impact of unforeseeable instances and work to ensure incidents are prevented in the first place.

Its Target is that there will be no more than 3 incidents from University activities on a rolling 3 year average. The response to incidents will be prompt and efficient to reduce the impact on the environment which will in turn save on clean-up costs.

## Statement

**Title:** Aspiration Targets relating to RME

**Description:** This document sets out our Aspiration Targets for a number of RME-related areas

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Relevant Stakeholders:**  
Various (students, our staff, international partner networks, communities, education, accrediting bodies, PRME etc)

**Purpose:** This document sets out our RME-related Aspiration Targets in a range of area



Buildings/real estate

## Statement

**Title:** Aspiration Targets relating to RME

**Description:** This document sets out our Aspiration Targets for a number of RME-related areas

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Relevant Stakeholders:**  
Various (students, our staff, international partner networks, communities, education, accrediting bodies, PRME etc)

**Purpose:** This document sets out our RME-related Aspiration Targets in a range of area



Internal transportation

# Aspiration Targets relating to Responsible Management Education

The University of Reading sets a number of rigorous and stretching Aspiration Targets relating to Responsible Management Education, with which Henley Business School aligns and supports, in accordance with its Sustainability vision to *Embed sustainability practices across the University's operations to become a leader in global environmental sustainability*.

Progress against the environmental sustainability targets is regularly monitored and published in the annual [Environmental Sustainability Report \(2022-23 version\)](#).

## Targets for greenhouse gas emissions

Set in the [University of Reading Net Carbon Plan 2021-30](#).

The University has committed to becoming Net Zero Carbon by 31 July 2030, demonstrating continued leadership in reducing its environmental impacts. Achieving this goal can set the University apart as one of the leading institutions globally in delivering on climate change mitigation.

The University is a recognised leader in reducing its operational carbon emissions. In 2016, the University met its 35% carbon emissions reduction target (compared to its 2008/09 baseline), winning the EAUC Green Gown Award for Carbon Reduction in the process. By January 2020, the University's emissions stood at **44.1% below baseline**, close to reaching its next target of a 45% reduction by July 2021. This placed the University in the **top 5 higher education institutions** in the UK, including the best research-intensive University, for carbon emissions reductions.

In order to maintain a sense of momentum and ensure progress towards its ultimate goal, in the Net Carbon Plan three-year milestone targets were set as follows against the University's 2008/09 baseline:

- July 2021 – existing 45% carbon reduction target
- July 2024 – 57.5% carbon reduction target
- July 2027 – 70% carbon reduction target
- July 2030 – 100% carbon reduction target

The reduction of carbon emissions is prioritised, with evolving work to also establish a robust carbon insetting and/or offsetting programme in relation to the University's business travel. This aims to ensure that local, national and/or international carbon sinks are enhanced to remove the equivalent carbon dioxide emissions from the atmosphere.

## Targets relating to water

Set in the University's [Water Management Plan 2022-26](#).

The University's previous 2016-21 Carbon & Water Management Plan set the following reduction targets for July 2021:

	Non-residential buildings	Residential buildings
<b>Base target</b>	30% reduction vs 2011/12 baseline	5% per capita vs 2015/16
<b>Stretch target</b>	35% reduction vs 2011/12 baseline	5% per capita vs 2015/16



The University achieved the following reductions across its estate:

- Non-residential – cuts of 38% - 40%, saving 288,057 m<sup>3</sup> water and £549,238 cumulatively
- Residential (halls) – cuts of 23% - 27%, despite there being over 1,500 additional bedroom spaces in the onsite halls of residence compared to the 2011/12 baseline year

In combination, this represented reductions of 32% - 35% against baseline and the achieved reductions are significantly greater than the 5-year targets in all instances.

In the Water Management Plan for 2022-26, the following consumption targets were set for 2026:

	Non-residential buildings	Residential buildings
<b>Absolute consumption</b>	45% reduction vs 2011/12 baseline	25% reduction vs 2011/12 baseline
<b>Relative consumption</b>	45% reduction vs 2011/12 baseline	25% reduction vs 2011/12 baseline

## Targets for building/real estate construction or use

The University recognises that construction and refurbishment of buildings provides the ideal opportunity to make design decisions which enhance the energy performance and sustainability credentials of a property and in its policy it commits to considering appropriate sustainable construction, energy and water efficiency opportunities in the design, modification, and refurbishment of new and existing facilities and maintenance practices where practical. Within its Environmental Energy Management System (EEMS), it has also set an objective to reduce the environmental impact of the University's capital projects.

As such, we have set a SMART target for the construction and refurbishment of buildings as part of the strategy for implementing the Environmental and Energy objectives in our policy, using the BREEAM standard as the specific measurable. BREEAM (Building Research Establishment Assessment Method) is a building assessment which uses scientifically-based sustainability metrics and indices covering a range of environmental categories. Its categories evaluate energy and water use, health and wellbeing, pollution, transport, materials, waste, ecology, and management processes. Buildings are rated and certified on a scale of 'Pass', 'Good', 'Very Good', 'Excellent' and 'Outstanding'.

The University's previous target, which was introduced in 2014, was for all newly constructed and refurbished buildings across our campuses to achieve a 'very good' BREEAM rating, or better. Our new SMART target is to achieve an 'excellent' BREEAM rating for all new and refurbished buildings across all campuses. In terms of timeframes, this has been introduced as a formal target as part of the University's new estates strategy which runs from 2022 to 2032, and the target BREEAM rating is required to be attained by the time of building/project completion for each new build or refurbishment project.

In addition to BREEAM rating we also use the principles of the London Energy Transformation Initiative (LEIT) Climate Emergency Design Guide to inform the thinking on the design of buildings to Net Zero Carbon standards. This guide outlines the requirements that should be met to ensure that climate change targets are met to ensure a net zero carbon future.

Brownfield sites are always prioritised for any development that is undertaken, with the focus being refurbishment and reuse of existing space. Although being delivered by a Third party, the new European Centre for Medium Range Weather Forecasts (ECMWF) headquarters will be built on a brownfield site on the University's Whiteknights campus.

## Targets relating to travel

Set in the University's [Travel Plan](#).

## Travel Plan Targets for Commuting Travel

The headline focus of the Travel Plan for commuters (staff and students) is to continue to reduce travel to and from our campuses by Single Occupancy vehicle (SOV). In the past, both separate and combined targets for staff and students have been set, though use of combined targets has at times masked individual progress. Given this, and considering that staff and students have entirely different travel patterns, wants and needs, only separate targets have been set in 2024. The targets are based upon the results of the University's 2024 Travel Survey. They consider the number of respondents who live within two miles of the University who currently drive and that the vast majority of these indicating that they would consider other modes. Of those living over two miles away, there was still some inclination to switch from car driving, though they were more likely to face practical barriers.

### Staff Targets

The 2024 Travel Survey was the first time in which Work from Home has been considered separately to both SOV and sustainable modes. It is effectively a measure of 'reducing the need to travel' which is a key priority within the carbon hierarchy. However, as the Travel Plan does not have direct influence on the ability for staff to work flexibly or Work from Home, this has been grouped alongside sustainable modes for the purpose of establishing targets:

Mode	2024 Travel Survey	2029 Target	Target Difference
SOV	33.5%	27%	-6.5%
Sustainable Modes including Work from Home*	66.5%	73%	+6.5%

\*Sustainable modes includes walking, cycling, public transport, Park & Ride, car-sharing and car clubs.

### Student Targets

The results of the 2024 travel survey have also been used to establish a baseline from which student targets are set:

Mode	2024 Travel Survey	2029 Target	Target Difference
SOV	10.6%	9.5%	-1.1%
Sustainable Modes including Work from Home*	89.4%	90.5%	+1.1%

## Travel Plan Targets for Business Travel

The University has already put in place a Travel Policy relating to Business Travel, adopted in September 2023.

The Travel Policy's target is that business travel emissions are reduced by at least 30% by 2026 (compared to pre-COVID levels) and by 50% by 2030. This includes:

- A 60% reduction in emissions for travel within Europe by 2026; and
- A 50% reduction in emissions from non-economy class flights by 2026.

The Travel Plan supports the targets already set out and puts in place measures and actions which aim to help meet these.

## Targets relating to equity, diversity and inclusion

At the University of Reading, we have a proud history of diversity and inclusion. Reading was the first English university to appoint a female professor (Edith Morley, 1908) and one of our former Vice-Chancellors (Lord Wolfenden) played a key role in decriminalising homosexuality in England and Wales.



Diversity refers to the traits and characteristics that make people unique while inclusion refers to the behaviours and culture that ensure people feel welcome. We recognise that embracing diversity and inclusion is critical to the success of the University. We believe that we can only achieve our vision of being a world-class, forward-looking, confident and ambitious university by recruiting, supporting and developing staff from the widest variety of backgrounds.

We want to be the place where everyone can fulfil their full potential. We believe that supporting diversity and inclusion leads to an ability to attract and retain high-quality staff and students, as well as higher achievements in students from a broader range of backgrounds. This is reflected in our new targets, around which the report this year is structured, which we are working towards for our 2026 centenary. When this is coupled with the simple moral argument that no one should experience inequality as a result of who they are, the case for supporting and promoting diversity and inclusion becomes imperative.

We have a range of mechanisms in place for staff to offer them advice, guidance, and support. Our Employee Assistance Programme (EAP) has been part of a valuable range of resources in supporting our colleagues' wellbeing during the pandemic. Our Harassment Advisors are employees of the University who have volunteered their time to provide confidential support and information to staff members who are experiencing unwanted behaviour, bullying or harassment and need the support of someone to talk to but are unable to approach a colleague or line manager. Our Wellbeing Peer Support network provides informal and confidential support to any member of staff experiencing poor wellbeing, a mental health condition or emotional or psychological distress. We now have around 30 trained staff volunteers providing Wellbeing Peer Support.

We also offer a range of learning and development opportunities to support all staff to help them develop and progress in their careers. These include programmes such as Aurora and Springboard for women, the Diversifying Leadership programme for Black, Asian, and minority ethnic staff, as well as a programme developed internally with The Pacific Institute, RISE (Ready for an Inclusive and Supportive Environment), covering diversity and inclusion across different characteristics. In the year 2021/22, we sponsored 12 participants on the Aurora programme, and 4 participants on Diversifying Leadership, and 41 people participated in the RISE programme.

We know that real change does not happen overnight. It requires cultural and operational change and takes all of us working together. A lot of this is about making small changes that deliver a big impact which is why we have developed our 10 staff and student EDI 2026 targets, which are:

- Target 1 – More than 75% of staff to have declared disability status, gender reassignment and sexual orientation through Employee Self-Service by 2024 and 90% by 2026. More than 98% of staff to have declared ethnicity through Employee Self Service by 2026.
- Target 2 – To eliminate the awarding gap between proportion of disabled and non-disabled undergraduates who achieve a 1st class or 2:1 degree by 2026.
- Target 3 – By 2024 to have met all required actions for the Disability Confident Scheme – Level 1 (Committed). By 2026 to have applied for Disability Confident Scheme – Level 2 (Employer).
- Target 4 – To increase the number of LGBT+ role models and allies by increasing the membership of the LGBT+ and Allies Staff Network by 100% by 2026.
- Target 5 – Reduction of the awarding gap to 4% between the proportion of BAME and white undergraduates who achieve a 1st class or 2:1 degree by 2026.
- Target 6 – The University to attain Bronze Race Equality Charter Mark by 2023 and be working towards Silver by 2026.
- Target 7 – Equitable success rates in the Personal Titles process for Associate Professor and Professor for BAME staff and white staff by 2026.
- Target 8 – To achieve BAME professional services representation of 16% in each of Grade 6, 7, and 8 by 2026. To double BAME professional services representation within Grade 9 from 3.8% to 7.6% by 2026.

- Target 9 – The University to renew Silver Athena Swan Charter Mark by 2026. All STEM Schools to maintain Athena Swan awards and all other Schools to be working towards Charter Mark. One Function to apply for Bronze Directorate Athena Swan award by 2026.
- Target 10 – Have a sex-balanced professoriate, with at least 45% of professors of either sex. Maintain sex-balance in associate professoriate.

## Other Targets

### Waste and Resource Use Strategy 2021-30:

The University's previous Waste Strategy 2016-21 set out ambitious targets for the institution through the themes of reduce, re-use, recycle and report. As the Strategy has been implemented over the last five years, the University has improved its management of waste and mitigated expected increases in disposal costs.

The total amount of waste generated per person has reduced significantly, so that in January 2020 waste production stood at 17.6% less per person when compared to our 2015/16 baseline, well ahead of the targeted 5% per person reduction. The University's recycling rate for operational waste (including re-use, anaerobic digestion & composting) is currently 58% by weight, which is higher than it was in 2016. The University now has better and more comprehensive data available for analysis and reporting.

This new Waste & Resource Use Strategy, covering the period from 2021 to 2030, is focused on responsible resource use and sustainable waste management, acknowledging the global, national and local drivers for improving the University's environmental performance. We must aim to increase resource efficiency by doing more and better with less; to move away from the inefficient linear model of 'take, make, use, throw' towards a circular economy; to prevent waste being generated in the first place; to fulfil our legal obligations and align with the Waste Hierarchy; and to promote new opportunities and initiatives across the University.

Headline targets have been set as the basis for continual improvement:

1. Continue to reduce total waste produced per capita (staff and student FTE) year-on-year from the 2018/19 level of 50.9kg.
2. Increase re-use, remanufacture and repair year-on-year from the 2018/19 level of 11t.
3. By 2024, increase the University's annual recycling rate to a minimum of 60% by weight and then maintain above this level for the duration of the Strategy.
4. By 2024, send less than 1% by weight of waste to landfill and then maintain below this level for the duration of the Strategy.
5. Review the University's procurement practices to enable circular economy approaches to be developed by 2024.

### Emissions and Discharges Strategy 2023-26:

Emissions and Discharges generally refers to the liquid effluent, solid waste and airborne matter that is a by-product of a business's activity.

The University's Energy and Environmental Policy commits to "Reduce the risk and minimise the impact from campus activities by controlling emissions, meeting regulatory standards and implementing emergency response procedures to prevent pollution".

Emissions and discharges include:

- Foul water effluents, sewage and grey water releases to the foul water system.
- Surface water discharges, rainwater run-off from buildings and surfaces
- Emissions to air including gaseous and particulate releases from stacks, the CHP, fumes cupboards,

- Vehicle emissions – commuter vehicles, deliveries, public transport - particulate matter, NOX, SOX and other greenhouse gas emissions.
- Accidental releases (spills and leaks of hazardous substances e.g. oil, chemicals, gases).

The aim of the Plan is to reduce the impact of emissions and discharges on the environment. The University aims to control and reduce emissions where possible by maintaining infrastructure to meet regulatory standards and to prevent pollution from incidents originating from university activities and those of its tenants by implementing plans to eliminate or reduce emissions. The University's objective is to limit the number of incidents and non-conformities raised regarding emissions and discharges from university activities. The University will respond quickly and appropriately to reduce the impact of unforeseeable instances and work to ensure incidents are prevented in the first place.

Its Target is that there will be no more than 3 incidents from University activities on a rolling 3 year average. The response to incidents will be prompt and efficient to reduce the impact on the environment which will in turn save on clean-up costs.

## Statement

**Title:** Aspiration Targets relating to RME

**Description:** This document sets out our Aspiration Targets for a number of RME-related areas

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Relevant Stakeholders:**

Various (students, our staff, international partner networks, communities, education, accrediting bodies, PRME etc)

**Purpose:** This document sets out our RME-related Aspiration Targets in a range of area



Travel

## Statement

**Title:** Aspiration Targets relating to RME

**Description:** This document sets out our Aspiration Targets for a number of RME-related areas

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Relevant Stakeholders:**

Various (students, our staff, international partner networks, communities, education, accrediting bodies, PRME etc)

**Purpose:** This document sets out our RME-related Aspiration Targets in a range of area



Employee equity, diversity, inclusion

# Aspiration Targets relating to Responsible Management Education

The University of Reading sets a number of rigorous and stretching Aspiration Targets relating to Responsible Management Education, with which Henley Business School aligns and supports, in accordance with its Sustainability vision to *Embed sustainability practices across the University's operations to become a leader in global environmental sustainability*.

Progress against the environmental sustainability targets is regularly monitored and published in the annual [Environmental Sustainability Report \(2022-23 version\)](#).

## Targets for greenhouse gas emissions

Set in the [University of Reading Net Carbon Plan 2021-30](#).

The University has committed to becoming Net Zero Carbon by 31 July 2030, demonstrating continued leadership in reducing its environmental impacts. Achieving this goal can set the University apart as one of the leading institutions globally in delivering on climate change mitigation.

The University is a recognised leader in reducing its operational carbon emissions. In 2016, the University met its 35% carbon emissions reduction target (compared to its 2008/09 baseline), winning the EAUC Green Gown Award for Carbon Reduction in the process. By January 2020, the University's emissions stood at **44.1% below baseline**, close to reaching its next target of a 45% reduction by July 2021. This placed the University in the **top 5 higher education institutions** in the UK, including the best research-intensive University, for carbon emissions reductions.

In order to maintain a sense of momentum and ensure progress towards its ultimate goal, in the Net Carbon Plan three-year milestone targets were set as follows against the University's 2008/09 baseline:

- July 2021 – existing 45% carbon reduction target
- July 2024 – 57.5% carbon reduction target
- July 2027 – 70% carbon reduction target
- July 2030 – 100% carbon reduction target

The reduction of carbon emissions is prioritised, with evolving work to also establish a robust carbon insetting and/or offsetting programme in relation to the University's business travel. This aims to ensure that local, national and/or international carbon sinks are enhanced to remove the equivalent carbon dioxide emissions from the atmosphere.

## Targets relating to water

Set in the University's [Water Management Plan 2022-26](#).

The University's previous 2016-21 Carbon & Water Management Plan set the following reduction targets for July 2021:

	Non-residential buildings	Residential buildings
<b>Base target</b>	30% reduction vs 2011/12 baseline	5% per capita vs 2015/16
<b>Stretch target</b>	35% reduction vs 2011/12 baseline	5% per capita vs 2015/16

The University achieved the following reductions across its estate:

- Non-residential – cuts of 38% - 40%, saving 288,057 m<sup>3</sup> water and £549,238 cumulatively
- Residential (halls) – cuts of 23% - 27%, despite there being over 1,500 additional bedroom spaces in the onsite halls of residence compared to the 2011/12 baseline year

In combination, this represented reductions of 32% - 35% against baseline and the achieved reductions are significantly greater than the 5-year targets in all instances.

In the Water Management Plan for 2022-26, the following consumption targets were set for 2026:

	Non-residential buildings	Residential buildings
<b>Absolute consumption</b>	45% reduction vs 2011/12 baseline	25% reduction vs 2011/12 baseline
<b>Relative consumption</b>	45% reduction vs 2011/12 baseline	25% reduction vs 2011/12 baseline

## Targets for building/real estate construction or use

The University recognises that construction and refurbishment of buildings provides the ideal opportunity to make design decisions which enhance the energy performance and sustainability credentials of a property and in its policy it commits to considering appropriate sustainable construction, energy and water efficiency opportunities in the design, modification, and refurbishment of new and existing facilities and maintenance practices where practical. Within its Environmental Energy Management System (EEMS), it has also set an objective to reduce the environmental impact of the University's capital projects.

As such, we have set a SMART target for the construction and refurbishment of buildings as part of the strategy for implementing the Environmental and Energy objectives in our policy, using the BREEAM standard as the specific measurable. BREEAM (Building Research Establishment Assessment Method) is a building assessment which uses scientifically-based sustainability metrics and indices covering a range of environmental categories. Its categories evaluate energy and water use, health and wellbeing, pollution, transport, materials, waste, ecology, and management processes. Buildings are rated and certified on a scale of 'Pass', 'Good', 'Very Good', 'Excellent' and 'Outstanding'.

The University's previous target, which was introduced in 2014, was for all newly constructed and refurbished buildings across our campuses to achieve a 'very good' BREEAM rating, or better. Our new SMART target is to achieve an 'excellent' BREEAM rating for all new and refurbished buildings across all campuses. In terms of timeframes, this has been introduced as a formal target as part of the University's new estates strategy which runs from 2022 to 2032, and the target BREEAM rating is required to be attained by the time of building/project completion for each new build or refurbishment project.

In addition to BREEAM rating we also use the principles of the London Energy Transformation Initiative (LEIT) Climate Emergency Design Guide to inform the thinking on the design of buildings to Net Zero Carbon standards. This guide outlines the requirements that should be met to ensure that climate change targets are met to ensure a net zero carbon future.

Brownfield sites are always prioritised for any development that is undertaken, with the focus being refurbishment and reuse of existing space. Although being delivered by a Third party, the new European Centre for Medium Range Weather Forecasts (ECMWF) headquarters will be built on a brownfield site on the University's Whiteknights campus.

## Targets relating to travel

Set in the University's [Travel Plan](#).



## Travel Plan Targets for Commuting Travel

The headline focus of the Travel Plan for commuters (staff and students) is to continue to reduce travel to and from our campuses by Single Occupancy vehicle (SOV). In the past, both separate and combined targets for staff and students have been set, though use of combined targets has at times masked individual progress. Given this, and considering that staff and students have entirely different travel patterns, wants and needs, only separate targets have been set in 2024. The targets are based upon the results of the University's 2024 Travel Survey. They consider the number of respondents who live within two miles of the University who currently drive and that the vast majority of these indicating that they would consider other modes. Of those living over two miles away, there was still some inclination to switch from car driving, though they were more likely to face practical barriers.

### Staff Targets

The 2024 Travel Survey was the first time in which Work from Home has been considered separately to both SOV and sustainable modes. It is effectively a measure of 'reducing the need to travel' which is a key priority within the carbon hierarchy. However, as the Travel Plan does not have direct influence on the ability for staff to work flexibly or Work from Home, this has been grouped alongside sustainable modes for the purpose of establishing targets:

Mode	2024 Travel Survey	2029 Target	Target Difference
SOV	33.5%	27%	-6.5%
Sustainable Modes including Work from Home*	66.5%	73%	+6.5%

\*Sustainable modes includes walking, cycling, public transport, Park & Ride, car-sharing and car clubs.

### Student Targets

The results of the 2024 travel survey have also been used to establish a baseline from which student targets are set:

Mode	2024 Travel Survey	2029 Target	Target Difference
SOV	10.6%	9.5%	-1.1%
Sustainable Modes including Work from Home*	89.4%	90.5%	+1.1%

## Travel Plan Targets for Business Travel

The University has already put in place a Travel Policy relating to Business Travel, adopted in September 2023.

The Travel Policy's target is that business travel emissions are reduced by at least 30% by 2026 (compared to pre-COVID levels) and by 50% by 2030. This includes:

- A 60% reduction in emissions for travel within Europe by 2026; and
- A 50% reduction in emissions from non-economy class flights by 2026.

The Travel Plan supports the targets already set out and puts in place measures and actions which aim to help meet these.

## Targets relating to equity, diversity and inclusion

At the University of Reading, we have a proud history of diversity and inclusion. Reading was the first English university to appoint a female professor (Edith Morley, 1908) and one of our former Vice-Chancellors (Lord Wolfenden) played a key role in decriminalising homosexuality in England and Wales.

Diversity refers to the traits and characteristics that make people unique while inclusion refers to the behaviours and culture that ensure people feel welcome. We recognise that embracing diversity and inclusion is critical to the success of the University. We believe that we can only achieve our vision of being a world-class, forward-looking, confident and ambitious university by recruiting, supporting and developing staff from the widest variety of backgrounds.

We want to be the place where everyone can fulfil their full potential. We believe that supporting diversity and inclusion leads to an ability to attract and retain high-quality staff and students, as well as higher achievements in students from a broader range of backgrounds. This is reflected in our new targets, around which the report this year is structured, which we are working towards for our 2026 centenary. When this is coupled with the simple moral argument that no one should experience inequality as a result of who they are, the case for supporting and promoting diversity and inclusion becomes imperative.

We have a range of mechanisms in place for staff to offer them advice, guidance, and support. Our Employee Assistance Programme (EAP) has been part of a valuable range of resources in supporting our colleagues' wellbeing during the pandemic. Our Harassment Advisors are employees of the University who have volunteered their time to provide confidential support and information to staff members who are experiencing unwanted behaviour, bullying or harassment and need the support of someone to talk to but are unable to approach a colleague or line manager. Our Wellbeing Peer Support network provides informal and confidential support to any member of staff experiencing poor wellbeing, a mental health condition or emotional or psychological distress. We now have around 30 trained staff volunteers providing Wellbeing Peer Support.

We also offer a range of learning and development opportunities to support all staff to help them develop and progress in their careers. These include programmes such as Aurora and Springboard for women, the Diversifying Leadership programme for Black, Asian, and minority ethnic staff, as well as a programme developed internally with The Pacific Institute, RISE (Ready for an Inclusive and Supportive Environment), covering diversity and inclusion across different characteristics. In the year 2021/22, we sponsored 12 participants on the Aurora programme, and 4 participants on Diversifying Leadership, and 41 people participated in the RISE programme.

We know that real change does not happen overnight. It requires cultural and operational change and takes all of us working together. A lot of this is about making small changes that deliver a big impact which is why we have developed our 10 staff and student EDI 2026 targets, which are:

- Target 1 – More than 75% of staff to have declared disability status, gender reassignment and sexual orientation through Employee Self-Service by 2024 and 90% by 2026. More than 98% of staff to have declared ethnicity through Employee Self Service by 2026.
- Target 2 – To eliminate the awarding gap between proportion of disabled and non-disabled undergraduates who achieve a 1st class or 2:1 degree by 2026.
- Target 3 – By 2024 to have met all required actions for the Disability Confident Scheme – Level 1 (Committed). By 2026 to have applied for Disability Confident Scheme – Level 2 (Employer).
- Target 4 – To increase the number of LGBT+ role models and allies by increasing the membership of the LGBT+ and Allies Staff Network by 100% by 2026.
- Target 5 – Reduction of the awarding gap to 4% between the proportion of BAME and white undergraduates who achieve a 1st class or 2:1 degree by 2026.
- Target 6 – The University to attain Bronze Race Equality Charter Mark by 2023 and be working towards Silver by 2026.
- Target 7 – Equitable success rates in the Personal Titles process for Associate Professor and Professor for BAME staff and white staff by 2026.
- Target 8 – To achieve BAME professional services representation of 16% in each of Grade 6, 7, and 8 by 2026. To double BAME professional services representation within Grade 9 from 3.8% to 7.6% by 2026.



- Target 9 – The University to renew Silver Athena Swan Charter Mark by 2026. All STEM Schools to maintain Athena Swan awards and all other Schools to be working towards Charter Mark. One Function to apply for Bronze Directorate Athena Swan award by 2026.
- Target 10 – Have a sex-balanced professoriate, with at least 45% of professors of either sex. Maintain sex-balance in associate professoriate.

## Other Targets

### Waste and Resource Use Strategy 2021-30:

The University's previous Waste Strategy 2016-21 set out ambitious targets for the institution through the themes of reduce, re-use, recycle and report. As the Strategy has been implemented over the last five years, the University has improved its management of waste and mitigated expected increases in disposal costs.

The total amount of waste generated per person has reduced significantly, so that in January 2020 waste production stood at 17.6% less per person when compared to our 2015/16 baseline, well ahead of the targeted 5% per person reduction. The University's recycling rate for operational waste (including re-use, anaerobic digestion & composting) is currently 58% by weight, which is higher than it was in 2016. The University now has better and more comprehensive data available for analysis and reporting.

This new Waste & Resource Use Strategy, covering the period from 2021 to 2030, is focused on responsible resource use and sustainable waste management, acknowledging the global, national and local drivers for improving the University's environmental performance. We must aim to increase resource efficiency by doing more and better with less; to move away from the inefficient linear model of 'take, make, use, throw' towards a circular economy; to prevent waste being generated in the first place; to fulfil our legal obligations and align with the Waste Hierarchy; and to promote new opportunities and initiatives across the University.

Headline targets have been set as the basis for continual improvement:

1. Continue to reduce total waste produced per capita (staff and student FTE) year-on-year from the 2018/19 level of 50.9kg.
2. Increase re-use, remanufacture and repair year-on-year from the 2018/19 level of 11t.
3. By 2024, increase the University's annual recycling rate to a minimum of 60% by weight and then maintain above this level for the duration of the Strategy.
4. By 2024, send less than 1% by weight of waste to landfill and then maintain below this level for the duration of the Strategy.
5. Review the University's procurement practices to enable circular economy approaches to be developed by 2024.

### Emissions and Discharges Strategy 2023-26:

Emissions and Discharges generally refers to the liquid effluent, solid waste and airborne matter that is a by-product of a business's activity.

The University's Energy and Environmental Policy commits to "Reduce the risk and minimise the impact from campus activities by controlling emissions, meeting regulatory standards and implementing emergency response procedures to prevent pollution".

Emissions and discharges include:

- Foul water effluents, sewage and grey water releases to the foul water system.
- Surface water discharges, rainwater run-off from buildings and surfaces
- Emissions to air including gaseous and particulate releases from stacks, the CHP, fumes cupboards,

- Vehicle emissions – commuter vehicles, deliveries, public transport - particulate matter, NOX, SOX and other greenhouse gas emissions.
- Accidental releases (spills and leaks of hazardous substances e.g. oil, chemicals, gases).

The aim of the Plan is to reduce the impact of emissions and discharges on the environment. The University aims to control and reduce emissions where possible by maintaining infrastructure to meet regulatory standards and to prevent pollution from incidents originating from university activities and those of its tenants by implementing plans to eliminate or reduce emissions. The University's objective is to limit the number of incidents and non-conformities raised regarding emissions and discharges from university activities. The University will respond quickly and appropriately to reduce the impact of unforeseeable instances and work to ensure incidents are prevented in the first place.

Its Target is that there will be no more than 3 incidents from University activities on a rolling 3 year average. The response to incidents will be prompt and efficient to reduce the impact on the environment which will in turn save on clean-up costs.

## Statement

**Title:** Aspiration Targets relating to RME

**Description:** This document sets out our Aspiration Targets for a number of RME-related areas

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Relevant Stakeholders:**  
Various (students, our staff, international partner networks, communities, education, accrediting bodies, PRME etc)

**Purpose:** This document sets out our RME-related Aspiration Targets in a range of area



Student equity, diversity, inclusion

## Statement

**Title:** Aspiration Targets relating to RME

**Description:** This document sets out our Aspiration Targets for a number of RME-related areas

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Relevant Stakeholders:**  
Various (students, our staff, international partner networks, communities, education, accrediting bodies, PRME etc)

**Purpose:** This document sets out our RME-related Aspiration Targets in a range of area

Waste and Resource Use; Emissions and Discharges

# Aspiration Targets relating to Responsible Management Education

The University of Reading sets a number of rigorous and stretching Aspiration Targets relating to Responsible Management Education, with which Henley Business School aligns and supports, in accordance with its Sustainability vision to *Embed sustainability practices across the University's operations to become a leader in global environmental sustainability*.

Progress against the environmental sustainability targets is regularly monitored and published in the annual [Environmental Sustainability Report \(2022-23 version\)](#).

## Targets for greenhouse gas emissions

Set in the [University of Reading Net Carbon Plan 2021-30](#).

The University has committed to becoming Net Zero Carbon by 31 July 2030, demonstrating continued leadership in reducing its environmental impacts. Achieving this goal can set the University apart as one of the leading institutions globally in delivering on climate change mitigation.

The University is a recognised leader in reducing its operational carbon emissions. In 2016, the University met its 35% carbon emissions reduction target (compared to its 2008/09 baseline), winning the EAUC Green Gown Award for Carbon Reduction in the process. By January 2020, the University's emissions stood at **44.1% below baseline**, close to reaching its next target of a 45% reduction by July 2021. This placed the University in the **top 5 higher education institutions** in the UK, including the best research-intensive University, for carbon emissions reductions.

In order to maintain a sense of momentum and ensure progress towards its ultimate goal, in the Net Carbon Plan three-year milestone targets were set as follows against the University's 2008/09 baseline:

- July 2021 – existing 45% carbon reduction target
- July 2024 – 57.5% carbon reduction target
- July 2027 – 70% carbon reduction target
- July 2030 – 100% carbon reduction target

The reduction of carbon emissions is prioritised, with evolving work to also establish a robust carbon insetting and/or offsetting programme in relation to the University's business travel. This aims to ensure that local, national and/or international carbon sinks are enhanced to remove the equivalent carbon dioxide emissions from the atmosphere.

## Targets relating to water

Set in the University's [Water Management Plan 2022-26](#).

The University's previous 2016-21 Carbon & Water Management Plan set the following reduction targets for July 2021:

	Non-residential buildings	Residential buildings
<b>Base target</b>	30% reduction vs 2011/12 baseline	5% per capita vs 2015/16
<b>Stretch target</b>	35% reduction vs 2011/12 baseline	5% per capita vs 2015/16

The University achieved the following reductions across its estate:

- Non-residential – cuts of 38% - 40%, saving 288,057 m<sup>3</sup> water and £549,238 cumulatively
- Residential (halls) – cuts of 23% - 27%, despite there being over 1,500 additional bedroom spaces in the onsite halls of residence compared to the 2011/12 baseline year

In combination, this represented reductions of 32% - 35% against baseline and the achieved reductions are significantly greater than the 5-year targets in all instances.

In the Water Management Plan for 2022-26, the following consumption targets were set for 2026:

	Non-residential buildings	Residential buildings
<b>Absolute consumption</b>	45% reduction vs 2011/12 baseline	25% reduction vs 2011/12 baseline
<b>Relative consumption</b>	45% reduction vs 2011/12 baseline	25% reduction vs 2011/12 baseline

## Targets for building/real estate construction or use

The University recognises that construction and refurbishment of buildings provides the ideal opportunity to make design decisions which enhance the energy performance and sustainability credentials of a property and in its policy it commits to considering appropriate sustainable construction, energy and water efficiency opportunities in the design, modification, and refurbishment of new and existing facilities and maintenance practices where practical. Within its Environmental Energy Management System (EEMS), it has also set an objective to reduce the environmental impact of the University's capital projects.

As such, we have set a SMART target for the construction and refurbishment of buildings as part of the strategy for implementing the Environmental and Energy objectives in our policy, using the BREEAM standard as the specific measurable. BREEAM (Building Research Establishment Assessment Method) is a building assessment which uses scientifically-based sustainability metrics and indices covering a range of environmental categories. Its categories evaluate energy and water use, health and wellbeing, pollution, transport, materials, waste, ecology, and management processes. Buildings are rated and certified on a scale of 'Pass', 'Good', 'Very Good', 'Excellent' and 'Outstanding'.

The University's previous target, which was introduced in 2014, was for all newly constructed and refurbished buildings across our campuses to achieve a 'very good' BREEAM rating, or better. Our new SMART target is to achieve an 'excellent' BREEAM rating for all new and refurbished buildings across all campuses. In terms of timeframes, this has been introduced as a formal target as part of the University's new estates strategy which runs from 2022 to 2032, and the target BREEAM rating is required to be attained by the time of building/project completion for each new build or refurbishment project.

In addition to BREEAM rating we also use the principles of the London Energy Transformation Initiative (LEIT) Climate Emergency Design Guide to inform the thinking on the design of buildings to Net Zero Carbon standards. This guide outlines the requirements that should be met to ensure that climate change targets are met to ensure a net zero carbon future.

Brownfield sites are always prioritised for any development that is undertaken, with the focus being refurbishment and reuse of existing space. Although being delivered by a Third party, the new European Centre for Medium Range Weather Forecasts (ECMWF) headquarters will be built on a brownfield site on the University's Whiteknights campus.

## Targets relating to travel

Set in the University's [Travel Plan](#).

## Travel Plan Targets for Commuting Travel

The headline focus of the Travel Plan for commuters (staff and students) is to continue to reduce travel to and from our campuses by Single Occupancy vehicle (SOV). In the past, both separate and combined targets for staff and students have been set, though use of combined targets has at times masked individual progress. Given this, and considering that staff and students have entirely different travel patterns, wants and needs, only separate targets have been set in 2024. The targets are based upon the results of the University's 2024 Travel Survey. They consider the number of respondents who live within two miles of the University who currently drive and that the vast majority of these indicating that they would consider other modes. Of those living over two miles away, there was still some inclination to switch from car driving, though they were more likely to face practical barriers.

### Staff Targets

The 2024 Travel Survey was the first time in which Work from Home has been considered separately to both SOV and sustainable modes. It is effectively a measure of 'reducing the need to travel' which is a key priority within the carbon hierarchy. However, as the Travel Plan does not have direct influence on the ability for staff to work flexibly or Work from Home, this has been grouped alongside sustainable modes for the purpose of establishing targets:

Mode	2024 Travel Survey	2029 Target	Target Difference
SOV	33.5%	27%	-6.5%
Sustainable Modes including Work from Home*	66.5%	73%	+6.5%

\*Sustainable modes includes walking, cycling, public transport, Park & Ride, car-sharing and car clubs.

### Student Targets

The results of the 2024 travel survey have also been used to establish a baseline from which student targets are set:

Mode	2024 Travel Survey	2029 Target	Target Difference
SOV	10.6%	9.5%	-1.1%
Sustainable Modes including Work from Home*	89.4%	90.5%	+1.1%

## Travel Plan Targets for Business Travel

The University has already put in place a Travel Policy relating to Business Travel, adopted in September 2023.

The Travel Policy's target is that business travel emissions are reduced by at least 30% by 2026 (compared to pre-COVID levels) and by 50% by 2030. This includes:

- A 60% reduction in emissions for travel within Europe by 2026; and
- A 50% reduction in emissions from non-economy class flights by 2026.

The Travel Plan supports the targets already set out and puts in place measures and actions which aim to help meet these.

## Targets relating to equity, diversity and inclusion

At the University of Reading, we have a proud history of diversity and inclusion. Reading was the first English university to appoint a female professor (Edith Morley, 1908) and one of our former Vice-Chancellors (Lord Wolfenden) played a key role in decriminalising homosexuality in England and Wales.



Diversity refers to the traits and characteristics that make people unique while inclusion refers to the behaviours and culture that ensure people feel welcome. We recognise that embracing diversity and inclusion is critical to the success of the University. We believe that we can only achieve our vision of being a world-class, forward-looking, confident and ambitious university by recruiting, supporting and developing staff from the widest variety of backgrounds.

We want to be the place where everyone can fulfil their full potential. We believe that supporting diversity and inclusion leads to an ability to attract and retain high-quality staff and students, as well as higher achievements in students from a broader range of backgrounds. This is reflected in our new targets, around which the report this year is structured, which we are working towards for our 2026 centenary. When this is coupled with the simple moral argument that no one should experience inequality as a result of who they are, the case for supporting and promoting diversity and inclusion becomes imperative.

We have a range of mechanisms in place for staff to offer them advice, guidance, and support. Our Employee Assistance Programme (EAP) has been part of a valuable range of resources in supporting our colleagues' wellbeing during the pandemic. Our Harassment Advisors are employees of the University who have volunteered their time to provide confidential support and information to staff members who are experiencing unwanted behaviour, bullying or harassment and need the support of someone to talk to but are unable to approach a colleague or line manager. Our Wellbeing Peer Support network provides informal and confidential support to any member of staff experiencing poor wellbeing, a mental health condition or emotional or psychological distress. We now have around 30 trained staff volunteers providing Wellbeing Peer Support.

We also offer a range of learning and development opportunities to support all staff to help them develop and progress in their careers. These include programmes such as Aurora and Springboard for women, the Diversifying Leadership programme for Black, Asian, and minority ethnic staff, as well as a programme developed internally with The Pacific Institute, RISE (Ready for an Inclusive and Supportive Environment), covering diversity and inclusion across different characteristics. In the year 2021/22, we sponsored 12 participants on the Aurora programme, and 4 participants on Diversifying Leadership, and 41 people participated in the RISE programme.

We know that real change does not happen overnight. It requires cultural and operational change and takes all of us working together. A lot of this is about making small changes that deliver a big impact which is why we have developed our 10 staff and student EDI 2026 targets, which are:

- Target 1 – More than 75% of staff to have declared disability status, gender reassignment and sexual orientation through Employee Self-Service by 2024 and 90% by 2026. More than 98% of staff to have declared ethnicity through Employee Self Service by 2026.
- Target 2 – To eliminate the awarding gap between proportion of disabled and non-disabled undergraduates who achieve a 1st class or 2:1 degree by 2026.
- Target 3 – By 2024 to have met all required actions for the Disability Confident Scheme – Level 1 (Committed). By 2026 to have applied for Disability Confident Scheme – Level 2 (Employer).
- Target 4 – To increase the number of LGBT+ role models and allies by increasing the membership of the LGBT+ and Allies Staff Network by 100% by 2026.
- Target 5 – Reduction of the awarding gap to 4% between the proportion of BAME and white undergraduates who achieve a 1st class or 2:1 degree by 2026.
- Target 6 – The University to attain Bronze Race Equality Charter Mark by 2023 and be working towards Silver by 2026.
- Target 7 – Equitable success rates in the Personal Titles process for Associate Professor and Professor for BAME staff and white staff by 2026.
- Target 8 – To achieve BAME professional services representation of 16% in each of Grade 6, 7, and 8 by 2026. To double BAME professional services representation within Grade 9 from 3.8% to 7.6% by 2026.

- Target 9 – The University to renew Silver Athena Swan Charter Mark by 2026. All STEM Schools to maintain Athena Swan awards and all other Schools to be working towards Charter Mark. One Function to apply for Bronze Directorate Athena Swan award by 2026.
- Target 10 – Have a sex-balanced professoriate, with at least 45% of professors of either sex. Maintain sex-balance in associate professoriate.

## Other Targets

### Waste and Resource Use Strategy 2021-30:

The University's previous Waste Strategy 2016-21 set out ambitious targets for the institution through the themes of reduce, re-use, recycle and report. As the Strategy has been implemented over the last five years, the University has improved its management of waste and mitigated expected increases in disposal costs.

The total amount of waste generated per person has reduced significantly, so that in January 2020 waste production stood at 17.6% less per person when compared to our 2015/16 baseline, well ahead of the targeted 5% per person reduction. The University's recycling rate for operational waste (including re-use, anaerobic digestion & composting) is currently 58% by weight, which is higher than it was in 2016. The University now has better and more comprehensive data available for analysis and reporting.

This new Waste & Resource Use Strategy, covering the period from 2021 to 2030, is focused on responsible resource use and sustainable waste management, acknowledging the global, national and local drivers for improving the University's environmental performance. We must aim to increase resource efficiency by doing more and better with less; to move away from the inefficient linear model of 'take, make, use, throw' towards a circular economy; to prevent waste being generated in the first place; to fulfil our legal obligations and align with the Waste Hierarchy; and to promote new opportunities and initiatives across the University.

Headline targets have been set as the basis for continual improvement:

1. Continue to reduce total waste produced per capita (staff and student FTE) year-on-year from the 2018/19 level of 50.9kg.
2. Increase re-use, remanufacture and repair year-on-year from the 2018/19 level of 11t.
3. By 2024, increase the University's annual recycling rate to a minimum of 60% by weight and then maintain above this level for the duration of the Strategy.
4. By 2024, send less than 1% by weight of waste to landfill and then maintain below this level for the duration of the Strategy.
5. Review the University's procurement practices to enable circular economy approaches to be developed by 2024.

### Emissions and Discharges Strategy 2023-26:

Emissions and Discharges generally refers to the liquid effluent, solid waste and airborne matter that is a by-product of a business's activity.

The University's Energy and Environmental Policy commits to "Reduce the risk and minimise the impact from campus activities by controlling emissions, meeting regulatory standards and implementing emergency response procedures to prevent pollution".

Emissions and discharges include:

- Foul water effluents, sewage and grey water releases to the foul water system.
- Surface water discharges, rainwater run-off from buildings and surfaces
- Emissions to air including gaseous and particulate releases from stacks, the CHP, fumes cupboards,



- Vehicle emissions – commuter vehicles, deliveries, public transport - particulate matter, NOX, SOX and other greenhouse gas emissions.
- Accidental releases (spills and leaks of hazardous substances e.g. oil, chemicals, gases).

The aim of the Plan is to reduce the impact of emissions and discharges on the environment. The University aims to control and reduce emissions where possible by maintaining infrastructure to meet regulatory standards and to prevent pollution from incidents originating from university activities and those of its tenants by implementing plans to eliminate or reduce emissions. The University's objective is to limit the number of incidents and non-conformities raised regarding emissions and discharges from university activities. The University will respond quickly and appropriately to reduce the impact of unforeseeable instances and work to ensure incidents are prevented in the first place.

Its Target is that there will be no more than 3 incidents from University activities on a rolling 3 year average. The response to incidents will be prompt and efficient to reduce the impact on the environment which will in turn save on clean-up costs.

## Statement

**Title:** Aspiration Targets relating to RME

**Description:** This document sets out our Aspiration Targets for a number of RME-related areas

**Date:** 22/07/2024

**Language:** English

**Sharing Rights:** PRME Community

**Relevant Stakeholders:**

Various (students, our staff, international partner networks, communities, education, accrediting bodies, PRME etc)

**Purpose:** This document sets out our RME-related Aspiration Targets in a range of area

# Aspiration Targets relating to Responsible Management Education

The University of Reading sets a number of rigorous and stretching Aspiration Targets relating to Responsible Management Education, with which Henley Business School aligns and supports, in accordance with its Sustainability vision to *Embed sustainability practices across the University's operations to become a leader in global environmental sustainability*.

Progress against the environmental sustainability targets is regularly monitored and published in the annual [Environmental Sustainability Report \(2022-23 version\)](#).

## Targets for greenhouse gas emissions

Set in the [University of Reading Net Carbon Plan 2021-30](#).

The University has committed to becoming Net Zero Carbon by 31 July 2030, demonstrating continued leadership in reducing its environmental impacts. Achieving this goal can set the University apart as one of the leading institutions globally in delivering on climate change mitigation.

The University is a recognised leader in reducing its operational carbon emissions. In 2016, the University met its 35% carbon emissions reduction target (compared to its 2008/09 baseline), winning the EAUC Green Gown Award for Carbon Reduction in the process. By January 2020, the University's emissions stood at **44.1% below baseline**, close to reaching its next target of a 45% reduction by July 2021. This placed the University in the **top 5 higher education institutions** in the UK, including the best research-intensive University, for carbon emissions reductions.

In order to maintain a sense of momentum and ensure progress towards its ultimate goal, in the Net Carbon Plan three-year milestone targets were set as follows against the University's 2008/09 baseline:

- July 2021 – existing 45% carbon reduction target
- July 2024 – 57.5% carbon reduction target
- July 2027 – 70% carbon reduction target
- July 2030 – 100% carbon reduction target

The reduction of carbon emissions is prioritised, with evolving work to also establish a robust carbon insetting and/or offsetting programme in relation to the University's business travel. This aims to ensure that local, national and/or international carbon sinks are enhanced to remove the equivalent carbon dioxide emissions from the atmosphere.

## Targets relating to water

Set in the University's [Water Management Plan 2022-26](#).

The University's previous 2016-21 Carbon & Water Management Plan set the following reduction targets for July 2021:

	Non-residential buildings	Residential buildings
<b>Base target</b>	30% reduction vs 2011/12 baseline	5% per capita vs 2015/16
<b>Stretch target</b>	35% reduction vs 2011/12 baseline	5% per capita vs 2015/16

The University achieved the following reductions across its estate:

- Non-residential – cuts of 38% - 40%, saving 288,057 m<sup>3</sup> water and £549,238 cumulatively
- Residential (halls) – cuts of 23% - 27%, despite there being over 1,500 additional bedroom spaces in the onsite halls of residence compared to the 2011/12 baseline year

In combination, this represented reductions of 32% - 35% against baseline and the achieved reductions are significantly greater than the 5-year targets in all instances.

In the Water Management Plan for 2022-26, the following consumption targets were set for 2026:

	Non-residential buildings	Residential buildings
<b>Absolute consumption</b>	45% reduction vs 2011/12 baseline	25% reduction vs 2011/12 baseline
<b>Relative consumption</b>	45% reduction vs 2011/12 baseline	25% reduction vs 2011/12 baseline

## Targets for building/real estate construction or use

The University recognises that construction and refurbishment of buildings provides the ideal opportunity to make design decisions which enhance the energy performance and sustainability credentials of a property and in its policy it commits to considering appropriate sustainable construction, energy and water efficiency opportunities in the design, modification, and refurbishment of new and existing facilities and maintenance practices where practical. Within its Environmental Energy Management System (EEMS), it has also set an objective to reduce the environmental impact of the University's capital projects.

As such, we have set a SMART target for the construction and refurbishment of buildings as part of the strategy for implementing the Environmental and Energy objectives in our policy, using the BREEAM standard as the specific measurable. BREEAM (Building Research Establishment Assessment Method) is a building assessment which uses scientifically-based sustainability metrics and indices covering a range of environmental categories. Its categories evaluate energy and water use, health and wellbeing, pollution, transport, materials, waste, ecology, and management processes. Buildings are rated and certified on a scale of 'Pass', 'Good', 'Very Good', 'Excellent' and 'Outstanding'.

The University's previous target, which was introduced in 2014, was for all newly constructed and refurbished buildings across our campuses to achieve a 'very good' BREEAM rating, or better. Our new SMART target is to achieve an 'excellent' BREEAM rating for all new and refurbished buildings across all campuses. In terms of timeframes, this has been introduced as a formal target as part of the University's new estates strategy which runs from 2022 to 2032, and the target BREEAM rating is required to be attained by the time of building/project completion for each new build or refurbishment project.

In addition to BREEAM rating we also use the principles of the London Energy Transformation Initiative (LEIT) Climate Emergency Design Guide to inform the thinking on the design of buildings to Net Zero Carbon standards. This guide outlines the requirements that should be met to ensure that climate change targets are met to ensure a net zero carbon future.

Brownfield sites are always prioritised for any development that is undertaken, with the focus being refurbishment and reuse of existing space. Although being delivered by a Third party, the new European Centre for Medium Range Weather Forecasts (ECMWF) headquarters will be built on a brownfield site on the University's Whiteknights campus.

## Targets relating to travel

Set in the University's [Travel Plan](#).

## Travel Plan Targets for Commuting Travel

The headline focus of the Travel Plan for commuters (staff and students) is to continue to reduce travel to and from our campuses by Single Occupancy vehicle (SOV). In the past, both separate and combined targets for staff and students have been set, though use of combined targets has at times masked individual progress. Given this, and considering that staff and students have entirely different travel patterns, wants and needs, only separate targets have been set in 2024. The targets are based upon the results of the University's 2024 Travel Survey. They consider the number of respondents who live within two miles of the University who currently drive and that the vast majority of these indicating that they would consider other modes. Of those living over two miles away, there was still some inclination to switch from car driving, though they were more likely to face practical barriers.

### Staff Targets

The 2024 Travel Survey was the first time in which Work from Home has been considered separately to both SOV and sustainable modes. It is effectively a measure of 'reducing the need to travel' which is a key priority within the carbon hierarchy. However, as the Travel Plan does not have direct influence on the ability for staff to work flexibly or Work from Home, this has been grouped alongside sustainable modes for the purpose of establishing targets:

Mode	2024 Travel Survey	2029 Target	Target Difference
SOV	33.5%	27%	-6.5%
Sustainable Modes including Work from Home*	66.5%	73%	+6.5%

\*Sustainable modes includes walking, cycling, public transport, Park & Ride, car-sharing and car clubs.

### Student Targets

The results of the 2024 travel survey have also been used to establish a baseline from which student targets are set:

Mode	2024 Travel Survey	2029 Target	Target Difference
SOV	10.6%	9.5%	-1.1%
Sustainable Modes including Work from Home*	89.4%	90.5%	+1.1%

## Travel Plan Targets for Business Travel

The University has already put in place a Travel Policy relating to Business Travel, adopted in September 2023.

The Travel Policy's target is that business travel emissions are reduced by at least 30% by 2026 (compared to pre-COVID levels) and by 50% by 2030. This includes:

- A 60% reduction in emissions for travel within Europe by 2026; and
- A 50% reduction in emissions from non-economy class flights by 2026.

The Travel Plan supports the targets already set out and puts in place measures and actions which aim to help meet these.

## Targets relating to equity, diversity and inclusion

At the University of Reading, we have a proud history of diversity and inclusion. Reading was the first English university to appoint a female professor (Edith Morley, 1908) and one of our former Vice-Chancellors (Lord Wolfenden) played a key role in decriminalising homosexuality in England and Wales.

Diversity refers to the traits and characteristics that make people unique while inclusion refers to the behaviours and culture that ensure people feel welcome. We recognise that embracing diversity and inclusion is critical to the success of the University. We believe that we can only achieve our vision of being a world-class, forward-looking, confident and ambitious university by recruiting, supporting and developing staff from the widest variety of backgrounds.

We want to be the place where everyone can fulfil their full potential. We believe that supporting diversity and inclusion leads to an ability to attract and retain high-quality staff and students, as well as higher achievements in students from a broader range of backgrounds. This is reflected in our new targets, around which the report this year is structured, which we are working towards for our 2026 centenary. When this is coupled with the simple moral argument that no one should experience inequality as a result of who they are, the case for supporting and promoting diversity and inclusion becomes imperative.

We have a range of mechanisms in place for staff to offer them advice, guidance, and support. Our Employee Assistance Programme (EAP) has been part of a valuable range of resources in supporting our colleagues' wellbeing during the pandemic. Our Harassment Advisors are employees of the University who have volunteered their time to provide confidential support and information to staff members who are experiencing unwanted behaviour, bullying or harassment and need the support of someone to talk to but are unable to approach a colleague or line manager. Our Wellbeing Peer Support network provides informal and confidential support to any member of staff experiencing poor wellbeing, a mental health condition or emotional or psychological distress. We now have around 30 trained staff volunteers providing Wellbeing Peer Support.

We also offer a range of learning and development opportunities to support all staff to help them develop and progress in their careers. These include programmes such as Aurora and Springboard for women, the Diversifying Leadership programme for Black, Asian, and minority ethnic staff, as well as a programme developed internally with The Pacific Institute, RISE (Ready for an Inclusive and Supportive Environment), covering diversity and inclusion across different characteristics. In the year 2021/22, we sponsored 12 participants on the Aurora programme, and 4 participants on Diversifying Leadership, and 41 people participated in the RISE programme.

We know that real change does not happen overnight. It requires cultural and operational change and takes all of us working together. A lot of this is about making small changes that deliver a big impact which is why we have developed our 10 staff and student EDI 2026 targets, which are:

- Target 1 – More than 75% of staff to have declared disability status, gender reassignment and sexual orientation through Employee Self-Service by 2024 and 90% by 2026. More than 98% of staff to have declared ethnicity through Employee Self Service by 2026.
- Target 2 – To eliminate the awarding gap between proportion of disabled and non-disabled undergraduates who achieve a 1st class or 2:1 degree by 2026.
- Target 3 – By 2024 to have met all required actions for the Disability Confident Scheme – Level 1 (Committed). By 2026 to have applied for Disability Confident Scheme – Level 2 (Employer).
- Target 4 – To increase the number of LGBT+ role models and allies by increasing the membership of the LGBT+ and Allies Staff Network by 100% by 2026.
- Target 5 – Reduction of the awarding gap to 4% between the proportion of BAME and white undergraduates who achieve a 1st class or 2:1 degree by 2026.
- Target 6 – The University to attain Bronze Race Equality Charter Mark by 2023 and be working towards Silver by 2026.
- Target 7 – Equitable success rates in the Personal Titles process for Associate Professor and Professor for BAME staff and white staff by 2026.
- Target 8 – To achieve BAME professional services representation of 16% in each of Grade 6, 7, and 8 by 2026. To double BAME professional services representation within Grade 9 from 3.8% to 7.6% by 2026.



- Target 9 – The University to renew Silver Athena Swan Charter Mark by 2026. All STEM Schools to maintain Athena Swan awards and all other Schools to be working towards Charter Mark. One Function to apply for Bronze Directorate Athena Swan award by 2026.
- Target 10 – Have a sex-balanced professoriate, with at least 45% of professors of either sex. Maintain sex-balance in associate professoriate.

## Other Targets

### Waste and Resource Use Strategy 2021-30:

The University's previous Waste Strategy 2016-21 set out ambitious targets for the institution through the themes of reduce, re-use, recycle and report. As the Strategy has been implemented over the last five years, the University has improved its management of waste and mitigated expected increases in disposal costs.

The total amount of waste generated per person has reduced significantly, so that in January 2020 waste production stood at 17.6% less per person when compared to our 2015/16 baseline, well ahead of the targeted 5% per person reduction. The University's recycling rate for operational waste (including re-use, anaerobic digestion & composting) is currently 58% by weight, which is higher than it was in 2016. The University now has better and more comprehensive data available for analysis and reporting.

This new Waste & Resource Use Strategy, covering the period from 2021 to 2030, is focused on responsible resource use and sustainable waste management, acknowledging the global, national and local drivers for improving the University's environmental performance. We must aim to increase resource efficiency by doing more and better with less; to move away from the inefficient linear model of 'take, make, use, throw' towards a circular economy; to prevent waste being generated in the first place; to fulfil our legal obligations and align with the Waste Hierarchy; and to promote new opportunities and initiatives across the University.

Headline targets have been set as the basis for continual improvement:

1. Continue to reduce total waste produced per capita (staff and student FTE) year-on-year from the 2018/19 level of 50.9kg.
2. Increase re-use, remanufacture and repair year-on-year from the 2018/19 level of 11t.
3. By 2024, increase the University's annual recycling rate to a minimum of 60% by weight and then maintain above this level for the duration of the Strategy.
4. By 2024, send less than 1% by weight of waste to landfill and then maintain below this level for the duration of the Strategy.
5. Review the University's procurement practices to enable circular economy approaches to be developed by 2024.

### Emissions and Discharges Strategy 2023-26:

Emissions and Discharges generally refers to the liquid effluent, solid waste and airborne matter that is a by-product of a business's activity.

The University's Energy and Environmental Policy commits to "Reduce the risk and minimise the impact from campus activities by controlling emissions, meeting regulatory standards and implementing emergency response procedures to prevent pollution".

Emissions and discharges include:

- Foul water effluents, sewage and grey water releases to the foul water system.
- Surface water discharges, rainwater run-off from buildings and surfaces
- Emissions to air including gaseous and particulate releases from stacks, the CHP, fumes cupboards,

- Vehicle emissions – commuter vehicles, deliveries, public transport - particulate matter, NOX, SOX and other greenhouse gas emissions.
- Accidental releases (spills and leaks of hazardous substances e.g. oil, chemicals, gases).

The aim of the Plan is to reduce the impact of emissions and discharges on the environment. The University aims to control and reduce emissions where possible by maintaining infrastructure to meet regulatory standards and to prevent pollution from incidents originating from university activities and those of its tenants by implementing plans to eliminate or reduce emissions. The University's objective is to limit the number of incidents and non-conformities raised regarding emissions and discharges from university activities. The University will respond quickly and appropriately to reduce the impact of unforeseeable instances and work to ensure incidents are prevented in the first place.

Its Target is that there will be no more than 3 incidents from University activities on a rolling 3 year average. The response to incidents will be prompt and efficient to reduce the impact on the environment which will in turn save on clean-up costs.



1. Does the PRME Signatory Member disclose its performance on policies related to RME, including its successes and failures?

☒

Yes, with limited transparency (e.g., only successes, internal channels )

Disclosure of performance on policies related to RME

Impact Purpose

Whilst Henley does disclose and make visible its performance on policies related to Responsible Management Education, particularly through its website, it recognises that this is currently only with limited transparency. One of our formal RME Objectives for 2024-25 is to develop on our website a publicly-available webpage that makes visible our RME-focussed activity and performance.

Impact Statement

Whilst Henley does disclose and make visible its performance on policies related to Responsible Management Education, particularly through its website, it recognises that this is currently only with limited transparency. Disclosure of its performance tends to mainly focus only on successes, is not provided in a single, easily-accessible place within its website but rather is scattered across various sub-sites, and therefore is often not easy to find.

Henley’s intention therefore, as formally set out in the Letter from the Dean within the ‘Purpose’ section of this SiP Report, is that one of its formal RME Objectives for 2024-25 is to develop on our website a publicly-available webpage that makes visible our RME-focussed activity and performance.

Applicable Date Range  
July 22, 2024 - July 22, 2025

Owner  
David Stannard

Contributors  
David Stannard

Sharing rights  
PRME Community

Language  
English

Country  
United Kingdom

Subjects  
Responsible Management Education



**PRiME**  
SIGNATORY MEMBER

Henley Business School, The University of Reading

Whiteknights, Reading RG6 6UD  
United Kingdom

[prmecommons.org](http://prmecommons.org)