The Business School
Edinburgh Napier University

SHARING INFORMATION ON PROGRESS REPORT

Inaugural Report January 2023

Empowering our communities to apply business knowledge for positive societal impact

Edinburgh Napier UNIVERSITY | The Business School

PRME Principles for Responsible Management Education

an initiative of the UN GLOBAL COMPACT

Contact information

Dr Miles Weaver
PRME Lead,
The Business School,
m.weaver@napier.ac.uk

The Business School,
Edinburgh Napier University,
Craiglockhart Campus
219 Colinton Road
Edinburgh
EH14 1DJ
0131 455 4616

https://www.napier.ac.uk/about-us/our-schools/the-business-school

This report has been compiled by the PRME Action Group shown in table 1 below.

PRME and Business for Good Steering Group	
Editorial team	**Dr Miles Weaver** (Management; University Environmental Sustainability Strategy Group); **Dr Hock Tan** (Management); **Professor Anna Watson** (Marketing); **Dr Eoin Plant-O'Toole** (Management); **Ron Aitken** (Marketing Partner)
Subject groups representatives	**Christine Penman** (Tourism & Languages); **Dr Andrew Bratton** (Human Resource Management); **Dr Ana Fonseca** (Management, until Sept 2022); **Professor Richard Whitecross** (Law); **Dr Paul Langford** (Accounting & Finance); **Dr Collins Osei** (Marketing)
Research & knowledge exchange/public engagement	**Dr Renata Osowska** (Entrepreneurship)
Learning, teaching & assessment (LTA)	**Dr Jackie Brodie** (Head of Learning, Teaching and Assessment; Entrepreneurship); **Dr Martin Robertson** (Tourism and Languages)
University Strategy	**Brent Hurley** (University Strategy Hub)**; Jamie Pearson** (Environmental Sustainability Officer)
External Mentor	**Dr Caroline Coles,** PRME Lead at Aston Business School

Table 1

Abbreviations

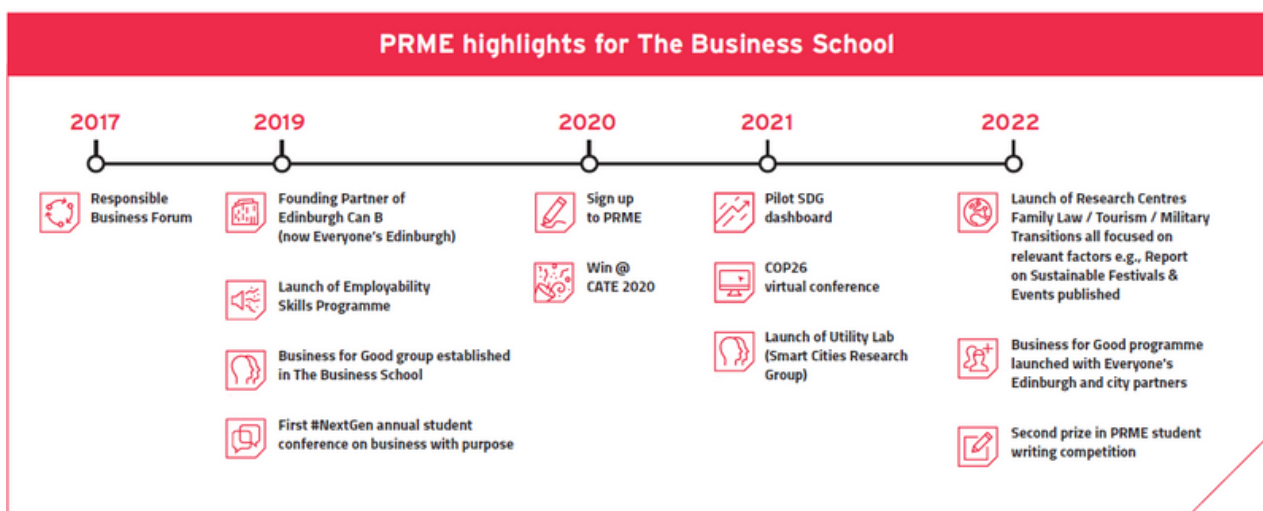|	
ENhance	Edinburgh Napier Curriculum Enhancement Framework
ESSG	Edinburgh Napier University Environmental Sustainability Strategy Group
MOOC	Mass Online Open Course
NPF	The Scottish Government's National Performance Framework
PRME	Principles for Responsible Management in Education
SDGs	The United Nations Sustainable Development Goals
UN	United Nations

Part I: Context

PRME Introduction

The business leaders of tomorrow will need to address significant challenges, regardless of size, sector, or academic discipline. As the global economic model transitions towards a more circular economy, we aim to deliver the support required through our teaching and our research, and our shortlisting this year for THE University of the Year, under the theme of Sustainability and Wellbeing, reinforces our progress towards this ambition.

The challenges to come – economic, social, environmental, and those relating to strong governance – will be considerable for every organisation; but not insurmountable. Sustainable business practices, purpose-led business, and the effective navigation of the just transition will undoubtedly drive the most successful organisations in every sector. The UN's Sustainable Development Goals (SDG) provide the common framework to help higher education develop and support the next generation of decision-makers who will advance sustainable development for the benefit of communities across the globe.

Our applied focus at Edinburgh Napier means we evolve operational management practice with business partners of all sizes; our graduate signature – for confident and talented individuals who can contribute positively to their employer from day one – demonstrates how we help employees at all levels to act responsibly.

With the publication of the REF2021 results in May of 2022, Edinburgh Napier became the number one modern university in Scotland for both research power and research impact; we are therefore delighted to be part of the PRME global UN-supported initiative, working collegiately to influence the skills and mindset of those talented individuals who will become tomorrow's business leaders.

In developing this report, The Business School has been keen to share our own experiences in aligning our academic curriculum with the values and future needs of responsible management practice. As members of PRME, we look forward to being able to share our experience, enhance our collective impact, and embed those good practices most relevant to our own mission and vision.

PRME highlights for The Business School

2017	2019	2020	2021	2022
Responsible Business Forum	Founding Partner of Edinburgh Can B (now Everyone's Edinburgh)	Sign up to PRME	Pilot SDG dashboard	Launch of Research Centres Family Law / Tourism / Military Transitions all focused on relevant factors e.g., Report on Sustainable Festivals & Events published
	Launch of Employability Skills Programme	Win @ CATE 2020	COP26 virtual conference	Business for Good programme launched with Everyone's Edinburgh and city partners
	Business for Good group established in The Business School		Launch of Utility Lab (Smart Cities Research Group)	Second prize in PRME student writing competition
	First #NextGen annual student conference on business with purpose			

A Message from the Dean, The Business School

I am delighted to present this inaugural report, which shares information on our progress around the agenda for the Principles for Responsible Management Education since The Business School at Edinburgh Napier University joined the global initiative in 2020.

The School's commitment to responsible management and consideration for issues surrounding sustainable business operations clearly predates my own appointment as Dean, in the summer of 2022: but I welcome this opportunity to confirm my own personal commitment to sharing best practice across the PRME network.

In this regard, it is clear I can continue to count on the full leadership team here at Edinburgh Napier. In November 2022, we were named top university in Scotland for environmental sustainability and ethics for the second consecutive year. This distinction was awarded by the 2022 People and Planet University League. It is the only independent league table of UK universities to focus on environmental and ethical performance, and it ranks institutions across a number of credentials including carbon reduction, energy sources, waste and recycling, and workers' rights.

Edinburgh Napier scored particularly highly under the education for sustainable development category and saw its biggest increases within workers' rights. That was put down to ENU gaining Living Wage Scotland accreditation within the 2021/22 academic year.

This distinction is one we all celebrate, but no-one takes the effort that underpins it for granted. The following pages make clear that within this wider context, The Business School has itself been a leader in practice as well as theory for some time: not least in helping our home city to become the first in Europe to be recognised by the CAN-B movement, in 2019, and in supporting Scotland's ambition to be home of purposeful business.

When I say we, I know I speak for our entire community of academic and professional services staff. In developing this report, we have been keen to share our own experiences in aligning our academic curriculum with the values and future needs of responsible management practice. And as members of PRME we look forward, as a community of applied practice, to share our experience in order to learn, enhance our own collective impact, and help embed those best practices that are most relevant to our own mission and vision.

We are all incredibly proud of the work represented here, and I take this opportunity to thank the array of students, staff and partners who have each enabled key areas of improvement, including the development of new academic modules, the publication of an updated Ethical Investment Policy, and gaining the Living Wage Scotland accreditation I mention above. As Dean, I will continue to champion our environmental sustainability and responsible leadership journey at The Business School, and I look forward to helping lead our support for the significant commitments that are embedded within our University Strategy.

Prof. Christine Cross,
Dean, The Business School

About Edinburgh Napier University

Edinburgh Napier University is proud to be the #1 Modern University in Scotland (Sunday Times World University Rankings, 2022) and #1 university in Edinburgh for Student Satisfaction for the past three consecutive years (National Student Survey, 2020, 2021 & 2022).

Since our establishment as Napier Technical College in 1964, we have evolved into a bold, progressive university with a reputation and impact that stretches far beyond our shores. While we have risen in rankings and grown in scope over the years, we have stayed true to our heritage as a technical institution. For our students and researchers, this means that learning and discovery do not just take place in the lab or the classroom—they happen in, and are applicable, to the real world.

From our award-winning international campaign to tackle period poverty, to our pioneering cardiovascular research, and our nationally recognised cyber security programs, we make positive change happen. Edinburgh Napier University is now ranked Scotland's top Modern university for both research power and impact (REF2021), with the research activity assessed as 'internationally excellent' and 'world-leading' now standing at 68%.

Environmental Sustainability Strategy

Edinburgh Napier University has set innovative and pioneering commitments within its 2020 Strategy, '*Shaping our Future: Driving Distinctiveness*.' The Strategy sets out four key goals, to *build careers, grow networks, advance knowledge and grow sustainably*, linked to the core purpose of the University, to "*deliver high quality education and research to add value to the social, cultural and economic capital of our communities and shape their development*". Of particular note in relation to PRME is the University's aim to achieve net zero by 2030, as set out in the University's Environmental Sustainability Strategy. The University is also committed to demonstrate delivery against Scotland's National Performance Framework and the United Nations Sustainable Development Goals and has committed to signing the Sustainable Development Goals Accord. An *Environmental Sustainability Strategy Group* (ESSG), representing our student and staff community, has been established to lead and support the University's sustainability work.
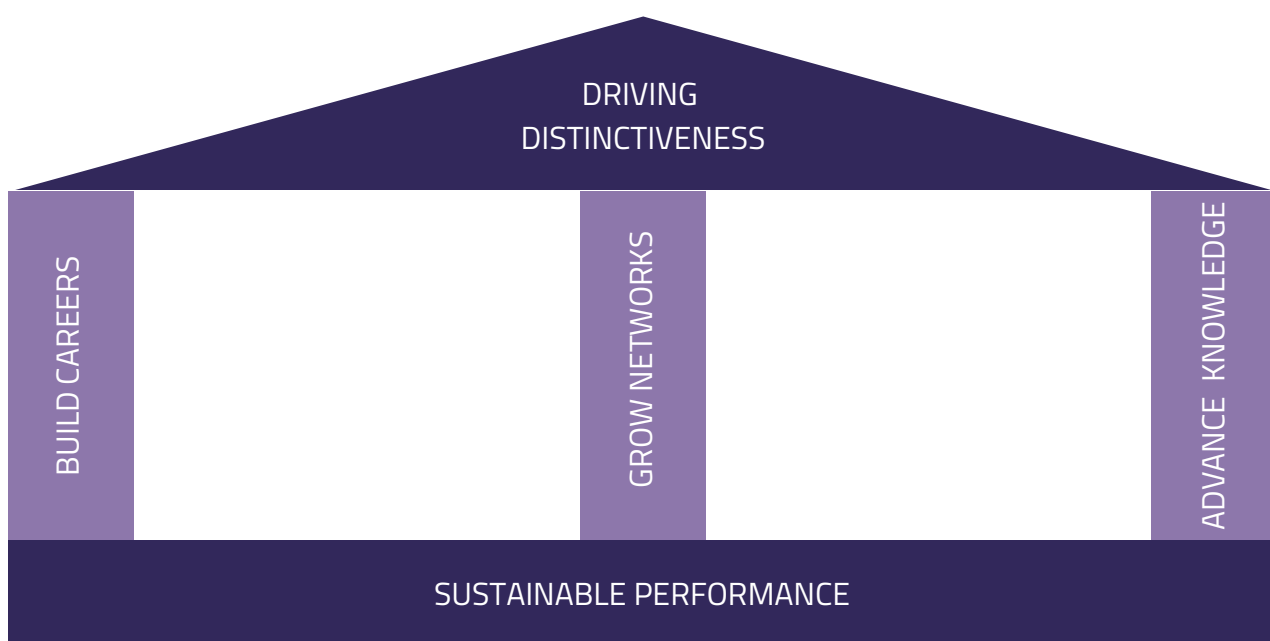
'Shaping our Future: Driving Distinctiveness' is the University Strategy launched in 2020.

About The Business School

We are a modern, global, and dynamic business school. From our work with the Scottish Government's Tourism Recovery Taskforce, to advising the United Nations on sustainable urban development; from helping devise policy on Child Law in Scotland, to delivering a British Council-funded online leadership development programme for Festival leaders across Southeast Asia, we are a

Edinburgh Napier University joins

WORLD'S TOP 500 institutions

(THE World University Rankings 2023)

#1 MODERN UNIVERSITY in Scotland

(THE World University Rankings 2023)

#1 UNIVERSITY in Edinburgh for overall STUDENT SATISFACTION

(NSS 2020, 2021 & 2022)

home to students, staff and researchers inspired by the world around them. We all work in an inter-disciplinary manner to provide creative, sustainable solutions to economic challenges and the needs of society worldwide.

The Business School is the largest of Edinburgh Napier's five Schools, delivering programmes to almost one-third of the University's total student population. The Business School delivers programmes under five study areas: *Accountancy & Finance; Business & Management; Law; Marketing;* and *Tourism, Hospitality, Festivals* and *Events.*

Our Business & Management programmes are ranked among the top 10 for Modern universities in the UK (Sunday Times Good University Guide, 2022, and Times Higher and Further Education Supplement, 2022). The Business School delivers TNE programmes with 8 partners, and our Global Online suite comprises a range of degrees at both undergraduate and postgraduate levels, including a number of specialist MBA programmes, MSc Business Management and MSc HRM. In the 2019 QS International university rankings, Edinburgh Napier received 5 stars for internationalisation and teaching.

The reputation of our graduates as employees who can apply their knowledge and contribute positively from day one is reflected in the statistic that 95% of our graduates are in employment or further study within 15 months of graduation (Higher Education Statistics Agency, 2019/20). This position has been enhanced by our unique Employability Skills Programme, which helps students develop a portfolio of evidence-based skills in creative thinking, collaboration and critical thinking, all attributes prized by employers. Students develop these skills over all four years of undergraduate study by focusing on challenge-led problems that are explicitly linked to the SDGs. This combination of academic knowledge and practical skills creates our highly rated graduate signature: individuals who can contribute from day one and help bring positive change to any organisation day after day.

Our Vision, Mission and Values

The Business School Vision
To be the Business School for empowerment, enterprise and employability for all.
The Business School Mission
Empowering our communities to apply business knowledge for positive societal impact.
Our Values

Professional	Ambitious
Being passionate about working at the University and taking pride in how we are all perceived.	Aspiring to continuously improve ourselves, the University, and our students.
Innovative	Inclusive
Proactively seeking out new, different, or more effective ways of working to make a positive difference in the University.	Contributing to the sense of support, belonging and respect that includes everyone associated with the University equally without restriction or discrimination.

The Business School's commitment to PRME

The Business School is committed to the six principles of the *United Nations' Principles for Responsible Management in Education (PRME)*, as shown in table 2 below. This inaugural report provides our baseline as we seek to drive distinctiveness in our commitment, strategy, and future activities for PRME.

A PRME Action Group was formed in July 2020, with representation from each subject and relevant university strategy groups (see table 1 on pg. 2). The action group has been tasked with building capacity and supporting a suitable culture for sustainability and responsible leadership to:

- embed the PRME principles into our focus on real-world education;

- support robust and impactful research;
- build meaningful relationships that reinforce our cross-cutting commitments to the student and employee experience;
- create societal impact;
- and nurture an environment where equality, diversity and inclusion truly matter.

We use this report to engage with all our stakeholders and communities; supporting the exchange of effective practices related to these principles with other academic institutions, across other Schools in the University, and as a major employer in the city of Edinburgh.

Table 2 The Six Principles (UN PRME, See: https://www.unprme.org/what-we-do)

1	Purpose	We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
2	Values	We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.
3	Method	We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.
4	Research	We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.
5	Partnership	We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
6	Dialogue	We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations, and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

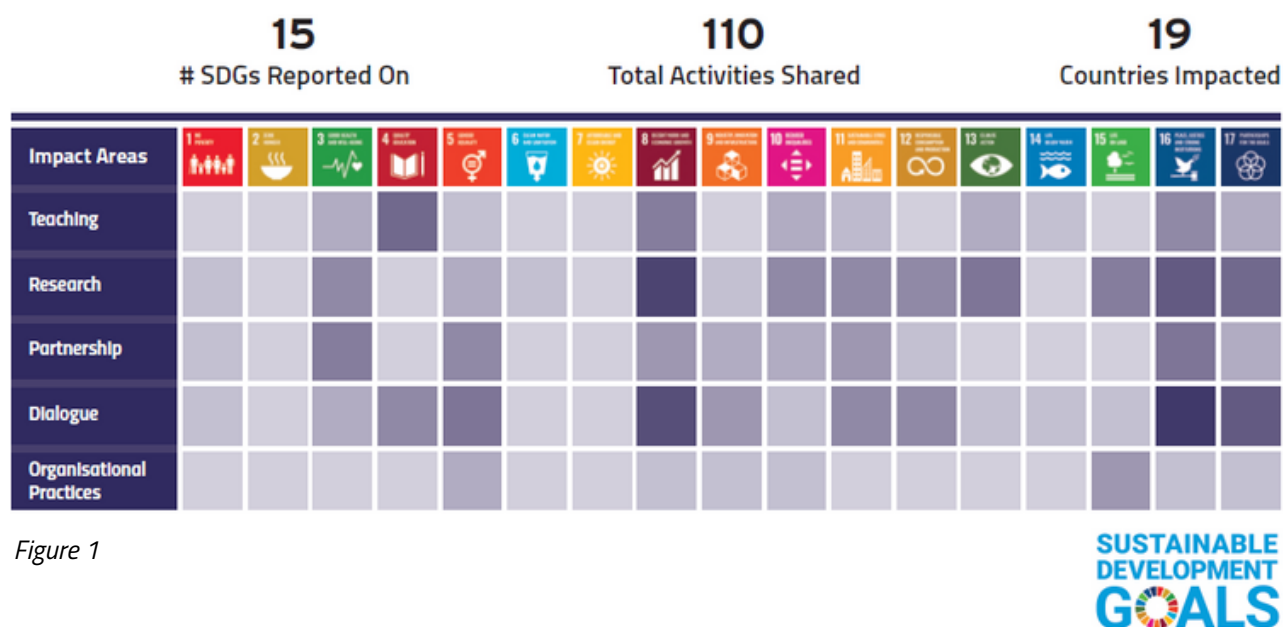# Realising the Sustainable Development Goals through the lens of PRME

Figure 1

To measure relevant activities, The Business School has piloted the SDG Dashboard developed by Haub Business School at St. Joseph's University (Philadelphia, USA), following an invitation to join their global pioneers' group (example shown in figure 1 above). Our shared vision with other pioneers is to accelerate the transformation of higher education into a force for good (Haub Business School, accessed: 29.11.22) by providing a data analytics platform that can assist in reporting and sharing good practice around impact on any of the SDGs. The dashboard has been recognised as good practice for measuring societal impact in Business Schools at the 2020 World Economic Forum [1] and 2020 AACSB Dean's conference.

The Edinburgh Napier PRME action group was attracted to the dashboard as it provides a useful way to visualise linkages between SDG goals and good practice in terms of the PRME principles. However, we identified that our initial approach to populating the dashboard, using tags provided by our Research Management System (Worktribe), did not fully capture our activity, especially in relation to research outputs. For the purposes of this report, we therefore additionally mapped our journal articles (titles and abstracts) using SDG keywords developed by the University of Auckland. Further, because the dashboard reports only on publicly available data, it does not wholly capture activity on teaching and organisational practices. Supplementary data was therefore obtained for this report from central departments (e.g., Edinburgh Napier's Centre for Teaching and Learning; Environmental Sustainability Group) and a survey was issued to Business School staff. Our inaugural report is informed by this data-gathering and mapping exercise. It has helped to engage staff in the preparation for this report and embed PRME into our operating culture. However, further work will be required to fully capture all relevant activity, to map this data efficiently and accurately, and to use lessons learnt to progress relevant activity within the school and help inform the university-wide approach.

---

[1] See: UN Sustainable Development Goals Dashboard Gets a Spotlight at Davos, St Joseph's University News: https://www.sju.edu/news/un-sustainable-development-goals-dashboard-gets-spotlight-davos (Accessed: 25/5/22).

Part II: PRME Principles linked to the SDGs

Principles 1 & 2: Purpose and Values

**Principle 1	Purpose**	*Objective:* Empowering communities to apply business knowledge for positive societal impact.
**Principle 2	Values**	*Objective:* To incorporate "societal impact" as a cross-cutting commitment to how we deliver real-world education, robust research, and relevant relationships, as portrayed in international initiatives such as the UN Sustainable Development Goals and, locally, the Scottish National Performance Framework.

PRME is critical to The Business School's mission, which is focused on "*empowering communities to apply business knowledge for positive societal impact.*" This mission helps our staff and student communities understand their responsibility to encourage businesses to influence positive societal impact and provides a central commitment to model sustainable behaviours into our own teaching and administrative practices.

We believe that whilst not everyone can change the world, everybody can make a difference. Positive societal impact is therefore a core commitment that underpins all of our activities. We are committed to helping our staff and student communities understand their responsibility to encourage businesses to embrace their role in influencing positive societal impact, and model sustainable behaviours in our teaching and administrative practices. Our focus is on real-world education, robust research, and building relevant

relationships with local and international stakeholders; we are therefore a natural and nurturing home to those difference makers at any stage in their career - from undergraduate to continuing professional development.

Our unique approach will propel us to realise our vision "*to be the Business School for empowerment, enterprise and employability for all.*" We understand that empowerment is the capacity of our students and staff to take control of their learning and work circumstances, and to exercise choice to achieve goals that balance individual and organisational needs with societal challenges. Our focus on enterprise and employability takes our role beyond the classroom; we encourage the acquisition of skills that help students become good citizens who value community and the criticality of our natural environment.

This report reflects on how our community is empowered to make a positive societal impact to make a difference across these challenges, and in our neighbourhoods, home city, and the wider world beyond.

Monitoring of Progress

In 2020, a PRME action group was established with representation from each of the different subject-groups, strategic pillars (education, research, and relationships), the University's strategy hub, including the Environmental Sustain-

ability Officer and, from summer 2022, the inclusion of an external critical friend (a PRME lead from Aston Business School). The action group meets four times a year to monitor and review progress and works across the University, and with external stakeholders, to catalyse action. This includes an annual sustainability week and conference, new programme provision for the future of work, curriculum management, and wider activity mapping. To determine our progress, we monitor our activities in relation to UN Sustainable Development Goals (SDGs) and, more locally, the Scottish National Performance Framework (NPF).

Purpose: Key Performance Indicators/ Goals 2023 - 2025	
PV1	Annual collection of activity relating to the integration of PRME (teaching, research, method, partnership, and dialogue) to realise the UNSDGs and Scotland's National Performance Framework.
PV2	PRME Action Group to meet four times per year to monitor and review progress, plus catalyse future action across subject groups, with the wider University community and stakeholders.
PV3	Interim report on progress presented to the School Leadership Group by Jan 2024.

Principle 3: Method

Objective:
We will support and enable bold and distinctive pedagogic practices for sustainability and responsible leadership through an explicit focus on our student experience, high-quality curriculum, impact and across our academic signature.

Edinburgh Napier is a modern university, developing the next generation of difference makers who are equipped for the challenges of the future world of work. Within the Business School we seek to develop and deliver globally relevant, practical academic programmes that students can apply on the job. We aim to provide our students with an interdisciplinary world view of contemporary business through our programmes. Our programmes provide a strong academic framework, together with an applied and practical approach, which enables our students to develop the prerequisite skills and graduate attributes industry need.

Excellence in learning and teaching is central to our success, as is the learning experience of our students. In 2022, the University introduced ENhance, a curriculum enhancement framework, with the student experience as its guiding principle

(shown in figure 2 on p.15). The framework is designed to encourage programme teams to reflect on how the curricula addresses five key themes: Employability; Global Focus; Inclusion; Sustainability; and Research & Practice Integration. Of particular relevance to PRME, is the sustainability theme. In this context, the definition of sustainability is discipline specific. For some, embedding this theme will involve learning about specific environmental and ethical issues, whereas for others, sustainability is more about the development of skills, such as creativity, critical thinking, and leadership, to enable students to engage with complex problems and constructively challenge established practices and support behaviour change. The ENhance framework provides a clear process by which we can monitor our progress moving forward, as each programme will be required to reflect and evaluate their programmes against the ENhance criteria as part of the University's Annual Monitoring process.

"Reflecting on the value of the new ENhance Curriculum framework to support PRME, I believe it will effectively guide colleagues to develop management education that empowers the responsible decision-makers of tomorrow to ensure sustainable development for all."

Dr Jackie Brodie, Head of Learning and Teaching, The Business School.

Whilst ENhance represents a key commitment to ensuring that sustainability is embedded into our curriculum moving forward, sustainability, ethics and social responsibility themes have long been built into our curricula. In some cases, this is through specialist modules such as Business Strategy and Sustainable Development, a core module on all Business Management programmes, and Building a Purpose Driven Organisation, which is offered at Postgraduate level (see PRME example II p.17). In other cases, we have integrated sustainability topics into our modules. Perhaps a prime example of such an embedded approach is the introduction of our unique Employability Skills Programme, incorporated into each year of degree study for our Undergraduate students (See PRME example I p.16). Examples of both approaches at undergraduate and postgraduate levels are shown in appendix A, p.37).
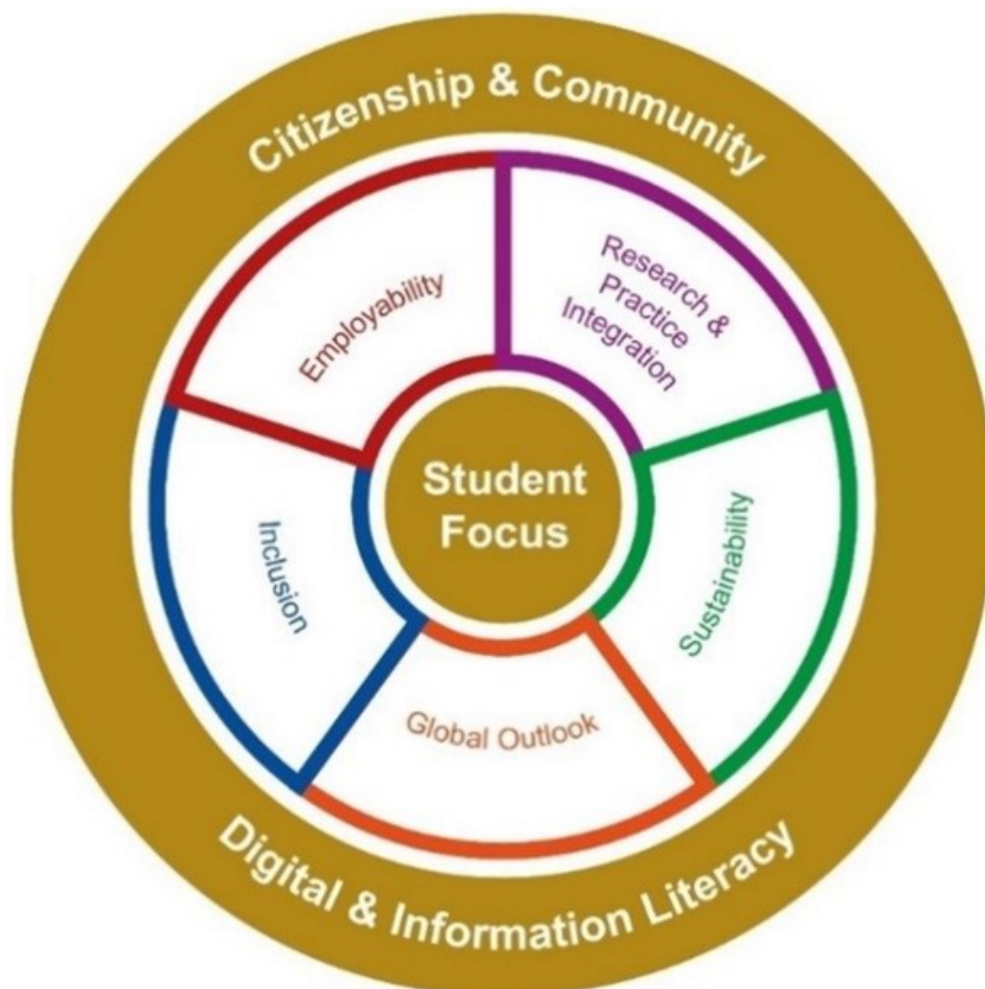

Figure 2: The ENhance Curriculum framework support PRME.

PRME Example I

Employability Skills Programme

Management Group: Dr Stacey Bushfield
Level: BA Business Management, BA International Business Management
Average Students: 800

"The goal is to develop socially responsible graduates with experiences in problem-solving workplace skills. Students speak positively of the value of working in teams and they appreciate the focus on real-life sustainability issues and seeing how managers and organisations can contribute to addressing such global challenges."

Dr Stacey Bushfield, ESP Lead

The Business School's focus since 2020 has been on the development and implementation of the Employability Skills Programme (ESP), a unique offering across all levels at Undergraduate study, and is evidence of our commitment to developing graduates with the skills they need to be the responsible leaders of the future.

ESP guides students through a structured set of activities that creates an evidence base of an individual's key skills such as communication, collaboration and creative problem solving. The importance of these uniquely human abilities in today's world of work is also emphasised by Skills Development Scotland.

The ESP briefs provide real-world challenges that are linked to the SDGs. In 2021/2022, the brief focused on "SDG 13 - Climate Action". Students were challenged to create an exciting idea (i.e., campaign or project or business enterprise) to support COP26 to achieve its strategy of 'Building back better through a green recovery'. This was a creative activity and an excellent opportunity for students to work in groups and collaborate throughout the academic year. Students had to create team contracts, develop a video pitch, a presentation video, as well as a reflective report. Prizes were awarded at the end of the academic year.

"The Employability Skills Programme briefs are all real-world examples, which is beneficial as it feels like a real time project and not something which is strictly theoretical based."

Stephanie Centola, BA (Hons) Business Management with Marketing

PRME Example II

Undergraduate and Postgraduate Modules, plus Sustainability Hub

Business Strategy and Sustainable Development (BSSD)
Management Group: Dr Hock Tan;
Level: Final Year Undergraduate; Average Students: 260

Building a Purpose Driven Organisation (BPDO)
Module Leader: Dr Miles Weaver;
Level: Postgraduate; Average Students: 20 (new module)

BSSD and BPDO are sister modules that focus on addressing the SDGs. These modules shape future managers' understanding of sustainability issues, and how various economic, social, and ecological policies affect sustainability strategies and solutions.

The BSSD module was first offered to students in 2006, to explore the role of businesses in promoting a shared goal of a sustainable, inclusive, regenerative, and fair economy. It is organised around three themes: evaluation of sustainability issues (both social and environmental); creation of potential novel business solutions (collaborative, novel business models, projects, and products); and implementation.

In both modules, students reflect on the growing consensus that corporate interests can and should converge with societal interests to produce better, more sustainable outcomes over the long term. It can be difficult to strike a balance between the necessity to be profitable, and the interests of short-term shareholders, with the long-term requirements of society and the environment.

"This BSSD module aims to counter students' assumptions about the role of business by considering the numerous effects that corporations have on the environment and attempts to fundamentally refute profit maximisation as the sole purpose of business."

> Dr Hock Tan, Module Leader for Business Strategy and Sustainable Development.

In the last four years, students taking the BSSD module have helped organise an annual sustainability conference. Further information on the annual #NextGen conference is provided under Principle 4, Research.

"I loved the premise behind the module and feel it was very current in its core beliefs and teachings. I liked learning about the different theories of sustainability and learning about B-Corps, something I had not heard of before the module but now actively seek out."

> Business Strategy and Sustainable Development student

To share good practice and student opportunities, The Business School's sustainability team have developed a '*Sustainability Hub.*' This is open to any student in the University and services both modules. Moreover, it is placed on the open Moodle server that can be accessed by the public, with direct access from the 'Build for Purpose MOOC' (see PRME example VII on p.26). The recorded sessions from the #NextGEN conference (see PRME example IX on p.32) are disseminated via the Sustainability Hub, and further resources are offered of the initiatives and opportunities available in the city. Users can engage with sustainability careers and support offered by the Bright Red Triangle, the University's business and social start-up incubator, and the external Social Shifters programme.

PRME Example III	**Upskilling** The Business School has responded to the Scottish Government's Upskilling agenda by securing funds to support fully funded online short courses available for Scottish domiciles. Using internal strategic investment funds, we also provide seed funding to support the development of new non-credit bearing continuous professional development (CPD) short courses, for delivery from February 2023. Examples include: - • Leadership for Sustainability in a Hybrid Work Environment (SDG 8) - Solving real-world sustainability challenges at work; led by Dr Andrew Bratton (HRM) with colleagues from the Management, HRM and Tourism and Languages subject groups • Smart Cities and Urban Innovation (SDG 11) - Smart cities development; led by colleagues from the Entrepreneurship Group. • Data Use and Business Analytics for Scottish SMEs - Ethical and cultural challenges in the use of data (SDG 8); led by Management group. These developments help to enrich our curriculum, build our reputation, and extend our partnerships.

Monitoring of Progress

The University's ENhance framework will monitor programmes that obtain school approval and meet the thresholds set via Institutional Led Reviews and the University's new programme approval process. The Marketing programmes (both undergraduate and postgraduate) recently underwent this process as part of the ENhance piloting process, and were awarded ENhance status, with Sustainability as one of the themes for which they achieved the threshold level. Annual programme reports will also provide a self-assessment in relation to ENhance principles and thresholds.

Method: Goals/Key Performance Indicators 2023 - 2024	
M1	All programmes to demonstrate engagement with the ENhance framework (including the "sustainability" theme) via Institutional-Led Review (ILR), Programme Approval and Annual Monitoring.
M2	New programmes to achieve or exceed the ENhance Framework threshold level for "sustainability" via programme approval processes.
M3	Annual mapping and analysis of data at module level related to the coverage of Ethics, Responsibility, and Sustainability linked to relevant SDGs as part of university's annual quality review process, and collection of representative teaching practice (e.g., cases, industry speakers, live projects).

Principle 4: Research

> *Objective:*
> **To conduct robust research that helps our stakeholders make informed decisions on economic, environmental and societal challenges.**

The Business School's new Research Strategy, developed and implemented in 2021, seeks to nurture a vibrant, supportive, and enabling research culture, which encourages rigorous research that addresses important environmental, societal and economic challenges.

A key element of the research strategy is to focus on selected themes that create impact, identified through dialogue and partnership with relevant stakeholders including researchers from ENU, other universities and industry. Through both University-wide Research Centres and School-based Research Groups (see Table 3, p.20), our researchers are engaged in several SDG-related projects, resulting in several academic journal publications that are summarised for the reporting period in figure 3.

It is worth noting that it is not just our staff and doctoral students who engage in SDG-related research, but also our undergraduate and postgraduate students who increasingly explore issues related to ethics, responsibility and/or sustainability in their dissertations. In part, this has been nurtured by our annual #NextGen conference, started in 2019, which raises awareness on sustainability topics.

The School was also delighted when MSc Business Management student, Maurice Rosenstein, won second prize at the Principles for Responsible Management Education (PRME) annual writing competition 2021, for his essay on "Purpose Beyond Profit".

Figure 3: Academic journal publications related to SDGs.

SDGs	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS
01/2021-12/2022	5	7	8	19	21	3	9	13	1	2	2

Table 3 The Business School Research Centres and Areas, linked to SDGs

Research Centres/Areas & Convenor/Leads	Subject Areas	Priority SDGs
Research Centres		
Centre for Child and Family Law and Policy *Dr Rob Clucas*	Families, parental rights and responsibilities, cohabitants' rights, gender, child rights, education, inheritance, dispute resolution (employment) and human rights.	10, 16
Tourism Research Centre *Professor Anna Leask*	Tourism, hospitality and festivals and events.	11, 16
Centre for Military Research, Education and Public Engagement *Dr Gerri Matthews-Smith*	Wellbeing & military human rights, widening educational opportunities for service members & veterans; transition to civilian life.	16
Research Groups		
Work and Equalities in Society (WEiS) *Dr Kirsteen Grant and Professor Peter Robertson (School of Applied Sciences)*	Work, employment, and careers-related research.	8, 10
Visual Methods & Ethnography (VM&E) in Interdisciplinary Research *Dr Louise Todd*	Interdisciplinary work using visual methods and ethnography.	11, 17
Urban Innovation Policy (Unity) Lab *Professor Luca Mora*	Complex urban transformations, digital and smart technologies tools to boost sustainable urban development and public value creation.	11
Law, Business and Sustainability (LBW). *Dr Lorna Gillies and Dr Emilie Ghio*	Multidisciplinary group to strengthen the contribution of Law in the Business School, e.g., around work, inequality, connected communities, consumption and business for good.	8, 10, 11, 12, 16, 17
Intercultural Communications (ICC) Group *Dr Phiona Stanley*	Journalism, languages, and intercultural business communication.	16
Napier Applied Business Research for Society *Professor Max Chipulu*	Cross-sector collaboration; systemic sustainability; business for good; data-analytics for good; circular economy.	11, 12, 17
Small Business & Enterprise Research Group (SBERG) *Dr Christopher Cramphorn & Dr Renata Osowska*	Technology enhanced enterprise; inclusive entrepreneurship & enterprise; nomadic enterprise; complexity of ecosystems; entrepreneurial education; responsible entrepreneurship & growth	1, 4, 5, 8, 17

PRME Example IV

Urban Innovation Policy (Unity) Lab

The Urban Innovation Policy (Unity) Lab, established in February 2022, seeks to provide urban development actors worldwide with the evidence base required to manage complex urban transformations, and to ensure that digital and smart technologies become a tool for boosting sustainable urban development and public value creation.

Smart city initiatives can tackle many of the urban challenges facing cities worldwide – ranging from inefficient and polluting energy systems to water scarcity, traffic congestion, unaffordable housing, gender-based inequalities, urban poverty, and much more.

The Unity Lab draws on over ten years relevant professional and academic experience in urban innovation and smart city transitions and provides a multidisciplinary perspective from social science to engineering and technology studies, helping to shape academic and policy-oriented debates on smart city development.

Its recently published report, *Global Review of Smart City Governance Practices*, exemplifies the impactful research of the Lab and the intrinsic value of collaborative and interdisciplinary research. An alliance with the United Nations Human Settlements Programme (UN-Habitat), Tallinn University of Technology, and CAF – the Development Bank of Latin America – produced the first-ever global overview and comparison of how the governance of smart city initiatives is interpreted and managed across regions: a milestone in the international landscape for smart city policy development. The findings were presented by Professor Luca Mora at the UN-Habitat's World Urban Forum 11 in June 2022. Among its key recommendations, the report reaffirms the critical importance to adopt a people-centred rather than technology-led approach to smart city initiatives and highlights the need to position local governments at the forefront of urban digital transformations, and the importance of multi-stakeholder capacity and citizen empowerment. Effective governance requires organising for collective action: the report provides clear and powerful advice that will inform any efforts to leverage smart technologies in the construction of more sustainable urban futures.

The first-ever global overview and comparison of how the governance of smart city initiatives is interpreted and managed across regions.

PRME Example V

'Bridging the Gap': Cycling Supply Chain Research

Commissioned in 2021 by Cycling Industries Europe (CIE), the 'Bridging the Gap' consortium was established to evaluate the state of supply chains in the European cycling market after the effects of the COVID-19 pandemic. The project derived a set of strategic actions that companies, governments, investors and associations can take to ensure a sustainable supply of bicycles and allied products to European markets within a complex global supply system. The consortium includes researchers from The Business School's Management and Marketing subject groups, plus Edinburgh Napier University's School of Applied Science, MotionLab in Berlin, and Sporting Insights (formerly Sports Marketing Surveys), London.

The group analysed supply chain order and sales data obtained from manufacturers and component suppliers in the cycling industry and conducted anonymous interviews with supply chain managers and senior executives to give qualitative views on the causes and possible solutions to challenges in supply chains. In addition, the project included a large-scale consumer study with more than 6,200 respondents from six European countries, with this part of the project backed by Cycleurope, Trek, Accell Group, PON and Specialized.

The study highlights several structural issues within the industry that make it less able to respond to the challenges than comparable sectors. These include a multitude of actors, little integration, lack of information sharing, and a past tendency to react to challenges by ordering further and further ahead, rather than exploring ways to re-design the supply chain. Recommendations are made to help improve collaboration and transparency, which will be key to reforming supply chain effectiveness in Europe.

At a recent conference where the findings from the study were presented, the Chief Executive of Cycling Industries Europe (CIE) Kevin Mayne commented: "Ultimately, CIE aims to contribute to reaching EU goals on road safety, public health, and the sustainable growth of mobility. 'Bridging the Gap' has created for us a set of strategic recommendations that will support the expected growth in bicycle sales in Europe over this decade."

This is not the only project related to sustainable mobility that academics from The Business School are involved in – Dr Nathalia Tjandra and Professor Backhaus (Marketing) also play a major role in the 'Incentives to Motivate Active Mobility' project funded by EIT (European Institute of Innovation and Technology) and Urban Mobility. With a mission to motivate more people to shift to active mobility – for both a healthier environment and lifestyle – the project is currently developing two MOOCs to incentivise people to gradually adopt active forms of mobility (cycling and walking). One of these targets individuals who want to become more active, and the other businesses which are seeking to enhance active mobility within their organisation.

Monitoring of Progress

Progress will primarily be monitored through 'Research Explorer,' an open access database of the University's research activity, which draws on data provided in the University Research Management System, Worktribe. This can be used to identify relevant articles and then citations can be tracked accordingly. To ensure accuracy of information, staff engaged in SDG relevant research will be encouraged to ensure that this is captured in the key words associated with their projects/outputs, but we will also use the SDG keywords developed by the University of Auckland to enable automated mapping of relevant outputs.

TOP Scottish MODERN UNIVERSITY for both research power and research impact (REF 2021)

Research: Key Performance Indicators/Goals 2022 – 2024	
R1	Annual monitoring to map research outputs to identify SDG-relevant research using related keywords.
R2	Track the number of citations of SDG-relevant research outputs as an indicator of research influence.
R3	Proportion of research active staff engaged in SDG-related challenges and themes.
R4	To develop an approach and guidance that encourages students to relate student dissertation projects to SDG challenges and themes using SDG related keywords.

Principle 5: Partnership

Objective:
We will grow our networks and connect communities through creative collaborations, locally, nationally, and internationally, which provide an educational and research portfolio that both shapes and responds to the needs of business and society.

Our partnerships are critical to the delivery of high-quality education and impactful research that both shapes and responds to the needs of business and society. Creative collaborations are critical to advancing the Principles of PRME and in accelerating progress towards the attainment of the SDGs.

We recognise that our relationships, and the impact we make, are deeply rooted in a strong sense of place and our activities span local, regional, national, and international partnerships.

Creative relationships have been forged in the last two years centred around sustainable conferences & events (SDGs 13, 11), diversity on boards and governance practice (SDG 5, 10, 16), partnerships for the goals and place-making (SDG 17), and for smart cities & circular city transitions (SDG 11). Two of these PRME examples are showcased in this section, the others are featured in method, research, and dialogue sections.

The Business School | Edinburgh Napier UNIVERSITY

International Partnerships

1. University of Hong Kong (SPACE)
2. City University of Hong Kong (SCOPE)
3. Hong Kong Baptist University; Melco (Macao)
4. Hotel and Tourism Management Institute, Switzerland
5. PSB; Singapore Malaysia
6. SHRI Academy; Singapore Malaysia
7. IPAG University, Nice, France
8. Yunnan Finance & Economics University, Guizhou University of Finance and Economics; YUFE, China

PRME Example VI

Sustainable Festival & Events

Edinburgh is proud of its reputation as a world-class festival city. The Tourism and Languages Group are active in research around sustainability and engage with international networks to build on this reputation and share good practice. Both Dr Martin Robertson and Professor Jane Ali-Knight have been successful in leading teams to help decarbonise festival and events and enrich cultural knowledge exchange to embrace sustainability and the importance of heritage, the arts and tourism in promoting values and awareness of global and local sustainability goals. These links have included Edinburgh International Conference Centre (EICC) and other public and private sector business tourism providers in Edinburgh; with Edinburgh Climate Change Institute (Edinburgh University); and nationally with VisitScotland (sic) and EventScotland (sic), to name a few. Internationally, the team have supported cultural management programmes in Mexico and India, building on earlier projects in the Middle East.

The projects have helped to enrich cultural exchange within and amongst regions, provide good practice on the priorities and actions to deliver low carbon events, and offer pathways to move forward with the sustainability agenda in an ever-changing environment including carbon footprint tools and guides.

PRME Example VII

Global Cities CAN-B Movement and Everyone's Edinburgh

In 2019, Edinburgh Napier University, together with the City of Edinburgh Council, Edinburgh Chamber of Commerce, the SCVO, Scotland's SDG Network, and Scotland CAN-B were successful in bidding for Edinburgh to become the first UK city to be awarded "*Cities CAN B*" global sustainability status.

Cities CAN B exist so that all the actors in a city can participate collaboratively in its sustainable development (Cities CAN B, 2022). Evidenced by an Impact Case Study, the movement credits the research undertaken by academics in the Management subject group in developing "*the Connect model*" for strengthening the relationships between businesses, communities and the third sector as an enabler to the bid success. The research demonstrates the importance of a conduit to build social capital and create and facilitate shared spaces where cross-sector co-creation can happen when values are shared, and action is coalesced around common issues/concerns.

By January 2022, *Everyone's Edinburgh* was incorporated as a charity to further catalyse the movement in the city of Edinburgh. Dr Weaver (Management) represents the University on the Board, and he along with colleagues from the Management and HRM subject groups, have helped to develop the first *Business for Good* programme. This includes Edinburgh Napier's *Build for Purpose Pathway* (Figure 4 below) that underpins the first online MOOC to support Scottish businesses of all sizes to define their purpose and accelerate action towards SDGs and the transition to a net zero economy. The course includes regular workshops, with access to relevant business improvement and impact assessment tools.

"*A first-of-its-kind initiative has been launched to help Edinburgh businesses play their part in contributing to a "sustainable and successful city."*
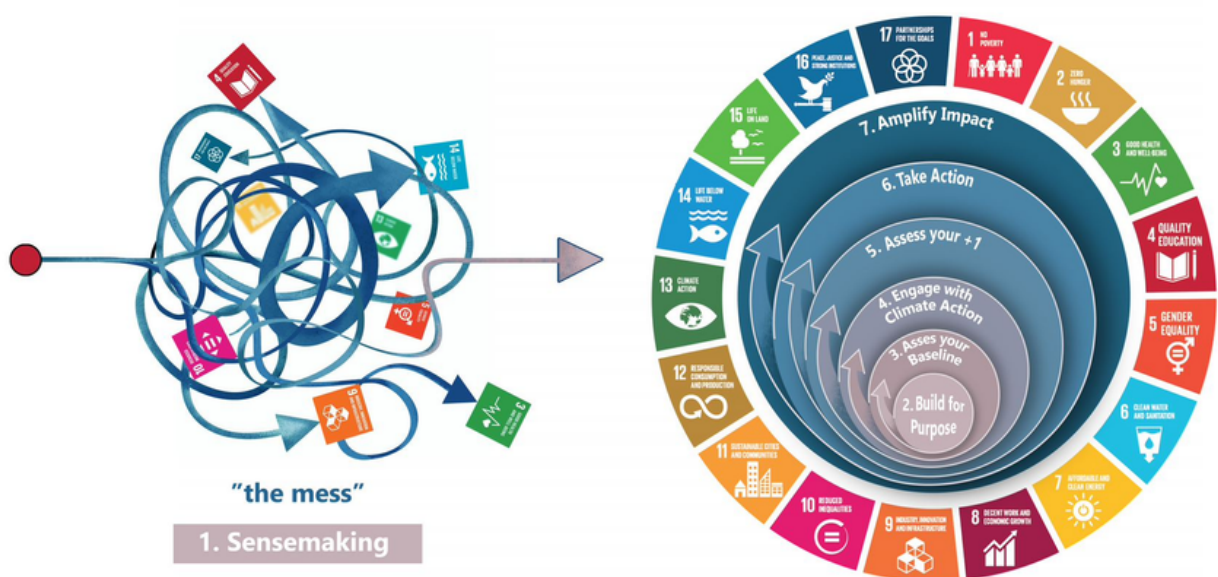(The Scotsman, 24th April 2022)

Figure 4: The Build for Purpose pathway underpinned the first online MOOC to support Scottish businesses to define their purpose and accelerate action towards a net zero economy.

Monitoring of Progress

Recognising that social capital is the foundation for social, cultural, and economic impact of our communities, and is crucial to shaping their development, 'Relevant relationships' is regarded as a key pillar of the Business School strategy. We are investing in systems and processes to better establish and nurture our stakeholder engagement both internally and externally.

Partnership: Key Performance Indicators/Goals 2022 – 2024	
PA1	Capture and disseminate good practice that demonstrates leveraging and link active partnerships to enhance our curriculum, research, operations & dialogue/engagement related to global and local challenges and themes (e.g., SDG, NPF).
PA2	Host an annual #NextGen public conference in Trimester 2 led by students participating in TBS sustainability modules, co-designed with partners and open to all.
PA3	Support the growth of engagement with Edinburgh Napier Sustainable Society (e.g., programme of events, trimester one climate week) and Bright Red Triangle (e.g., Social Shifters programme, social enterprise start-ups, putting purpose at the heart of business) with Business School input.

Edinburgh Napier Sustainable Society promotes engagement.

Principle 6: Dialogue

Objective:
To facilitate and support dialogue and debate between and within our stakeholder groups on critical sustainability and societal challenges.

Two key commitments of The Business School are:

1) To help staff and students understand their responsibility to encourage businesses to embrace a role in influencing positive societal impact; and 2) to model sustainable behaviours in our teaching and administrative practices.

We recognise that the Business School plays a pivotal role in our communities and acts as a conduit to bring people together to share knowledge for the betterment of all. We engage in many activities that seek to enhance dialogue with stakeholders, both internal and external; and at local, regional, national, and international levels.

Examples of initiatives with external stakeholders include:

- A partnership with Anderson Strathearn and WSP, to coincide with the *COP26 convention*. The Business School jointly hosted a two-day virtual summit on 6th and 7th October 2021 where leaders from across the globe met to decide climate crisis actions. Participants heard insight and advice from inspiring, straight-talking global experts on how to transform business for a sustainable future around five key focus areas: clean energy, carbon neutral transport, nature-based solutions, adaption and resilience and climate finance. Dialogue focused on the practical steps a business can take on its journey towards net zero – including best practice relating to product development, operations, staff, and customer communications.

- *Collaboration with Social Health Education (SHE) Scotland*, a social enterprise which empowers over 3,000 women through education and mentorship in Scotland. In partnership with SHE Scotland, researchers from the Marketing group, led by Dr Rezai are co-creating a workshop blueprint to support young Scottish women who are affected by body image portrayals in social media content (SDGs 3, 5). Upon completion, the workshop blueprint will be adopted by SHE Scotland in their engagement activities at schools, youth groups, and women groups, to raise awareness and resilience about the impact of social media on body image.

- *The Seven Kingdoms of Wester Hailes* (a residential area near to The Business School's Craiglockhart campus) is a project that seeks to engage community partners to contribute to the local place plan, with support from the Scottish Government's Chief Architect. Edinburgh Napier was selected as one of 53 UK-wide projects to enable members of the public to actively contribute to research and innovation projects that affect their lives. The work contributes to the Scottish Parliament's Planning Act (2019), which encourages communities to produce their own Local Place Plan and thus increase public participation and dialogue with local issues that matter.

- Impact Investment Symposium (see PRME example VIII, p. 31).

Examples of activities designed to enhance dialogue involving our students and alumni include:

- #NextGen: Business for Good Annual Conference (see PRME example IX, p.32).

- The *Edinburgh Napier Law Clinic*, established in 2015, is run by students with support from academics in Law. It seeks to broaden access to justice for all. The Clinic has continued to grow, providing free legal advice to the public in employment, private housing, and consumer matters. All volunteers of the clinic have undergone appropriate training, receive guidance from Edinburgh Napier University's faculty, and the organisation possesses the requisite insurance for the services it provides. The advice agency is accredited by the Faculty of Advocates Free Legal Services Unit.

- The *Breaking Barriers* programme aimed at students who have a learning disability, was launched in 2022 in conjunction with Enable Scotland, and in collaboration with Ernst & Young (EY). Twenty students attending at Craiglockhart Campus undertook SQF Level 4 classes in marketing, management, and finance. Concurrently, these students undertook a placement with EY and had the opportunity to link their learning with a real-world work experience with the hope that this might lead to a permanent role in future. Whilst this was a pilot project for Edinburgh Napier, this was deemed a great success and an example of societal impact hitherto unexplored.

- Edinburgh Napier University, through the Bright Red Triangle – our start-up incubator – is a participating university in the *Social Shifters Global Innovation Challenge*. The challenge is designed to help young leaders and founders (18-30 years) to explore, start and grow their ideas to contribute to at least one SDG.

- The University's Get on Board Competency Pathway and Charity Board Initiative partnership provides students at The Business School with the opportunity to participate in the student-led *Young Professionals as Trustees* initiative. Students who complete the Get on Board Competency Pathway form a 'board bank' and are placed on the boards of charities, voluntary organisations, or public bodies. This partnership and its impact were recognised with a Collaborative Award for Teaching Excellence in 2020.

The University's Get On Board competency pathway provides students who can join the board of charities or voluntary organisations.

- Edinburgh Napier Tourism Group and Scottish Enterprise partnered in 2020 to help small tourism sector businesses bounce back from the pandemic. Championed by around 120 alumni of the *Destination Leaders Programme (DLP)* (a joint initiative for tourism industry professionals delivered for the previous seven years by Edinburgh Napier University and Scottish Enterprise), the alumni mentored furloughed tourism workers with targeted support that helped them take progress with identified actions, outputs and outcomes during this period of enforced reflection. The projects focused on objectives that underpin the Scottish Tourism Strategy to 2030.

DLP alumni who helped mentor furloughed tourism workers during lockdown.

In addition to these extracurricular activities, opportunities exist for students to gain work experience in SDG-related roles/organisations within many of our undergraduate programmes and they can undertake SDG-related consultancy projects. For example, on the Live Project module, where teams of students undertake a consultancy project, recent examples of participating organisations include *Assist a Child to School (UK)*, a charity which provides access to education for children and young people in Kenya, which they could otherwise not afford, and *Invisible Cities*, which provides training for people affected by homelessness to become tour guides of their own city and offer these alternative tours to tourists and locals. Examples of placement opportunities include *Edinburgh Women's Aid*, which provides support for victims of domestic abuse, and *INTER*, a collaborative placement project between Edinburgh Napier and SGN which sought to 'reimagine fossil fuel sites for good.' Interdisciplinary teams of students were asked to create innovative proposals to redevelop the land and support local communities.

PRME Example VIII

Local dialogue: Impact Investment Symposium

Launched in April 2020, the *Impact Investment Symposium* was developed to help consolidate and institutionalise our relationship with stakeholders located in Edinburgh and the local area. With approximately 100 members, the core purpose of the Symposium is "*to create meaningful connections, spark collaborations, and develop understanding between investors, philanthropists and social entrepreneurs*". More specifically its objectives are to:
- Increase investment in businesses which seek to make a positive social or environmental impact
- Cultivate viable and scalable business models for social enterprise
- Provide a platform for impactful collaboration.

To enable work to be undertaken on the objectives, five action groups were created to work on specific themes. The actions' groups/themes are:
- Impact Investment framework – a mapping exercise and framework for the ecosystem
- Co-Creation – looking at a specific new funding route for social enterprises
- Online Platforms – communication support for forum members and roll out of initiatives
- Game Changing- using technology to provide support and solutions to social enterprise
- Money, Innovation and Solutions - looking at ways the Symposium's ecosystem can unlock opportunities.

The Symposium met monthly through 2020 and 2021, and the action groups reported back on their work and how they were progressing in their specific area of focus. Everyone in the group united in a focus to help social enterprises survive, recover, and thrive beyond the challenges faced with Covid-19.

The action group on co-creation developed a promotional campaign for Scotland's 6500 social enterprises to engage in the opportunity for woodland grants, funded by Scottish Government and private partners. This responds to SDG 13 on climate action, but also SDG 11, promoting sustainable communities, especially in Scotland's urbanised 'Central Belt'. The existing grants can provide operational carbon offset as social enterprises react to the Net Zero requirements, but what was not clear is those small landowners including social enterprises and community groups can aggregate their bids to achieve an economical size of submission. The Action Group collaborated with partners (shown below) to submit a paper with five key recommendations to Scottish Government prior to COP26 and has subsequently run promotional talks in Spring of 2022 to promote the application model to Scotland's social enterprises and visitor attractions, with developments now in early stages of talks to build workable pilot partnerships.

PRME Example IX	**Internal engagement: #NextGen: Business for Good Annual Conference** Following on from the success of the Responsible Business Forum in 2017, opened by the Deputy First Minister of Scotland, the Business School has supported an annual student-led conference on the next generation of leaders and business for good. The initiative is led by Dr Hock Tan (Management) and supported by the Business Strategy and Sustainability module team. The module team collaborate with the students to identify a programme that can maximise opportunities for students and the public to engage in the module topics, particularly to underpin the assessment focus. In 2021, the conference focused on reimagining and rebuilding a post-Covid sustainable future together and in 2022, inspiring regenerative collective actions to achieve the SDGs.

Monitoring of Progress

We will continue to strive to facilitate and support dialogue with and between our stakeholders, strengthening existing activities, and exploring opportunities to engage with new groups.

Dialogue: Key Performance Indicators/Goals 2022 – 2024	
D1	To further identify, support and facilitate critical dialogue amongst the academic community on ethics, responsibility, sustainability, and citizenship, inclusive of explicit links to SDG-relevant themes and challenges to support ENhance related assessments.
D2	Participation in events relevant to promoting dialogue and action on responsible leadership and sustainability, related to SDGs/NPF themes and challenges.
D3	Ongoing support for initiatives with partners relevant to promoting dialogue and action on global and local SDG/NPF relevant themes and challenges (e.g., Impact Investment Symposium, Charity Board Initiative, Global Cities CAN-B/Everyone's Everyone, BRT/Social Shifters).
D4	Annual review and monitoring of PE/KE funding allocation against set criteria, linked to Business School priorities and project outcome reporting on societal challenges and impact.

Part III:
Organisational Practices

'Organisational practices' is not a core reporting principle of PRME, however we recognise that our own actions are critical to demonstrate our purpose and reflect our values. These practices encompass our progress towards both environmental and social sustainability.

Environmental sustainability is critical to what the university does and espouses to be. We have developed a strong position and track record towards our commitment to be net zero by 2030. As a Business School we support the delivery of the *University Environmental Sustainability Strategy* (outlined on p.7) in terms of supporting our net zero ambitions at our Craiglockhart campus, as well as *sustainability in the curriculum* (see '*method*' section), and in our communications. Over the next five years The Business School is seeking to reduce the number of 'flying faculty' who, as part of our TNE provision, travel to locations around the world to deliver lectures in person.

With regard to the social element, this covers our approach to equality, diversity and inclusion; wellbeing; inclusive recruitment practices; quality of life; support services and training and development. The Business School is particularly proud of its new Equality, Diversity and Inclusion network, which is highlighted on p. 34.

Commitment to Net Zero Carbon 2030 and beyond

All environmental sustainability commitments are supported by the *Environmental Sustainability Strategy Group (ESSG)*. Members of the ESSG represent the University student and staff community. In addition to the core ESSG there are four workstream groups: societal impact, net zero, communications and sustainability in the curriculum.

A second workstream, focuses on the university's carbon impact, and is tasked with trying to "*minimise both our wider and legacy carbon footprint and influence sustainable practices within and beyond our campuses*" to help achieve net zero by 2030.

A holistic overview of historic, current and planned work led by the Edinburgh Napier community covering all aspects of the University Strategy commitments is publicly available at the dedicated environmental sustainability hub www.napier.ac.uk/environment.

Edinburgh Napier UNIVERSITY

1

Top Scottish university for environmental sustainability and ethics for second consecutive year.

Environmental Sustainability and Wellbeing at our Craiglockhart Campus

For years, our campus coffee shop was a franchise of Starbucks. We reflected on our values and took the decision not to renew the agreement and instead now use a local social enterprise with a mission to make a difference through social, environmental and community responsibility.

Catering facilities in The Business School, provided by the University, now use only fully sustainable takeaway cups/plates that can be composted. This is an initiative which has been led at university level in a bid to reduce plastic waste and the compostable items are now used in the school's new "Growing Spaces" garden on campus - the Students Union, ENSA, in collaboration with staff, obtained a small grant from Keep Scotland Beautiful to provide this wellbeing and growing space at the Craiglockhart campus. The garden includes raised beds and a fruit orchard for students, staff, and members of the community to enjoy together. A "thinking walk" and amphitheatre will be complete for Spring 2023, connecting our community with our beautiful and unique grounds.

Equality, Diversity, and Inclusion

Equality, Diversity, and Inclusion (EDI) is a cross-cutting commitment in The Business School Strategic Plan. The school has appointed a School academic lead with responsibility for this area and to build the EDI network, not just in the Business School itself but linked across the University. The Business School is committed to creating an environment where all teachers, learners, and staff feel they belong to ensure equitable access to opportunities; and to embrace the power of diversity.

Other wellbeing initiatives include a book exchange system set up for staff to swap books (covid friendly). Plus, the Student Union hold a regular 'swap shop' to encourage the reuse of clothing and baby items at the Craiglockhart campus.

In November 2022, the EDI network came together to celebrate Equality, Diversity and Inclusion at The Business School and created a vision for EDI at the Business School. The event focused on understanding EDI's concepts and contextualising them in The Business School. It included speakers who shared the work being undertaken through Inclusion Networks and research on the decolonisation of the curriculum.

The EDI network came together to celebrate Equality, Diversity and Inclusion at The Business School.

Part IV: Final Reflections

This inaugural report establishes a baseline for further progress towards the *Principles for Responsible Management Education (PRME)* in our educational, research and stakeholder engagement activities; and for The Business School's support of the University's commitment to be net zero by 2030 through our organisational practices.

A summary of our goals/KPIs for 2023 - 2025 are shown in table 4 on p. 36.

The PRME Action Group's success to date has been to raise awareness and begin to embed the principles linked to SDG-relevant activity. We recognise the breadth of good practice, the unique initiatives that are long-established, and welcome new initiatives that all help propel The Business School forward in its mission to *'empower our communities to apply business knowledge for positive societal impact'*. These will ensure The Business School can continue to lead by example, in our city, in Scotland, and internationally.

In the next reporting period, we look forward to reaping the benefits of university investment in different data capture methods; to new systems for reporting research and curriculum management; and to the roll-out of the ENhance Framework placing sustainability at the core of our curricula. This includes identifying opportunities to support the agenda for sustainability and responsible leadership both locally and globally. For example, the Scottish Government places a focus on a "just transition" towards a wellbeing economy – a fairer, greener Scotland (See Scotland's Programme for Government, 2021 – 22). At the time of writing, the Scottish Funding Council has just set out its

Net Zero and Sustainability Framework for Action (Scottish Funding Council, November 2022). Through this Framework, the SFC will deliver on its responsibilities on the climate emergency, offering action points for policy change and on curricula. The PRME Group will reflect on this new Framework and develop a response to fulfil the SFC aim to fully equip graduates and others with the skills, tools, and competences they need in delivering the just transition e.g., supporting talent potential, change makers, and behaviour change.

The PRME Action Group also looks forward to continuing to shape a response to the ground-breaking report from Scotland's Business Purpose Commission, to make '*Scotland the home of purposeful business by 2030*' (SCDI Now is the Time for Purpose Report, May 2022).

"[The 'Now is Time for Purpose' Report] places Scotland at the forefront of an exciting agenda to unlock the potential of purposeful business to meet the great economic, social, and environmental challenges ahead"
Minister for Just Transition, Employment and Fair Work, Richard Lochhead MSP
(Business Purpose Commission for Scotland - About - SCDI, Accessed 29/11/22)

Spanning these priorities, and constantly exploring wider action, The Business School will continue to help drive societal impact and accelerate pace towards the attainment of the SDGs. Harnessing the power of purposeful businesses - in Edinburgh, Scotland and beyond - we will continue to help people become *difference makers every day*, in ways and places where it matters most.

Table 4 Summary of the Business School's objective and KPIs/goals to realise the SDGs and embed PRME

		PRME Objectives, KPI/goals	
Purpose and Values		*Empowering communities to apply business knowledge for positive societal impact*	*To incorporate "societal impact" as a cross-cutting commitment to how we deliver real-world education, robust research, and relevant relationships, as portrayed in international initiatives such as the UN Sustainable Development Goals and locally, the Scottish National Performance Framework.*
	PV1	Annual collection of activity relating to the integration of PRME (teaching, research, method, partnership, and dialogue) to realise the SDGs and Scotland's National Performance Framework (NPF).	
	PV2	PRME Action Group to meet four times per year to monitor and review progress, plus catalyse future action across subject groups, with the wider university community and stakeholders.	
	PV3	Interim report on progress presented to the School Leadership Group by Jan 2024.	
Method		*We will support and enable bold and distinctive pedagogic practices for sustainability and responsible leadership through an explicit focus on our student experience, high-quality curriculum, impact and looking forward, across our academic signature.*	
	M1	All programmes to demonstrate engagement with the ENhance framework (including the "sustainability" theme) via Institutional-Led Review (ILR), Programme Approval and Annual Monitoring.	
	M2	New programmes to achieve or exceed the ENhance Framework threshold level for "sustainability" via programme approval processes.	
	M3	Annual mapping and analysis of data related to the coverage of Ethics, Responsibility, and Sustainability, linked to relevant-SDGs at module level as part of university quality's annual review process and collection of representative teaching practice (e.g., cases, industry speakers, live projects).	
Research		*To conduct robust research which helps our stakeholders make informed decisions on economic, environmental, and societal challenges.*	
	R1	Annual monitoring to map research outputs to identify SDG-relevant research using related keywords.	
	R2	Track the number of citations of SDG-relevant research outputs as an indicator of research influence.	
	R3	Proportion of research active staff engaged in SDG-related challenges and themes.	
	R4	To develop an approach and guidance that encourages students to relate student dissertation projects to SDG challenges and themes using SDG related keywords.	
Partnership		*We will grow our networks and connect communities through creative collaborations, locally, nationally, and internationally, which provide an educational and research portfolio that both shapes and responds to the needs of business and society.*	
	PA1	Capture and disseminate good practice that demonstrates leveraging and link active partnerships to enhance our curriculum, research, operations & dialogue/engagement related to global and local challenges and themes (e.g., SDG, NPF).	
	PA2	Host an annual #NextGen public conference in Trimester 2 led by students participating in TBS sustainability modules, co-designed with partners and open to all.	
	PA3	Support the growth of engagement with Edinburgh Napier Sustainable Society (e.g., programme of events, trimester one climate week) and Bright Red Triangle (e.g., Social Shifters programme, social enterprise start-ups, putting purpose at the heart of business) with Business School input.	
Dialogue		*To facilitate and support dialogue and debate between and within our stakeholder groups on critical sustainability and societal challenges.*	
	D1	To further identify, support and facilitate critical dialogue amongst the academic community on ethics, responsibility, sustainability, and citizenship, inclusive of explicit links to SDG-relevant themes and challenges to support ENhance related assessments.	
	D2	Participation in events relevant to promoting dialogue and action on responsible leadership and sustainability, related to SDGs/NPF themes and challenges.	
	D3	Ongoing support for initiatives with partners relevant to promoting dialogue and action on global and local SDG/NPF relevant themes and challenges (e.g., Impact Investment Symposium, Charity Board Initiative, Global Cities CAN-B/Everyone's Everyone, BRT/Social Shifters).	
	D4	Annual review and monitoring of PE/KE funding allocation against set criteria, linked to Business School priorities and project outcome reporting on societal challenges and impact.	

Appendices

Appendix A: Realising the SDGs in the teaching portfolio

The below tables provide examples of modules where there is a strong societal impact / sustainability element.

Examples of Undergraduate provision, linked to relevant SDGs

Level	Module	Example Content	Link to SDGs
7-10	Employability Skills Programme	Problem solving for grand societal challenges; collaboration; taking personal responsibility.	3, 4, 5, 8, 9, 11, 12, 13
7	Introduction to the Financial Services Sector	Financial inclusion, fossil fuels/extractive industries finance, socially responsible investments; environmental, societal and governance issues (ESG).	7, 10, 12, 16
8	Business and Management Challenges	Management challenges in the context of the SDGs; values & management behaviour; ethics & ethical concerns; managing change & innovation for sustainability.	All
8	Tourism Impacts and Sustainable Development	Impact of tourism development on the physical and socio-cultural environment at the destination level; current trends for ethical production & consumption.	8, 11, 12
9	Brand Management	Branding and sustainability.	8, 11, 12
9	Social Marketing	Application of marketing concepts to influence behaviours that benefit individuals and communities for the greater social good.	3,10, 11, 12, 13
10	Festival & Event Impacts and Sustainability	Individual report, which critically analyses the impacts and legacies of a festival or a planned special event, and debates these in the context of relevant theoretical frameworks and three or more SDGs.	8, 11, 12, 13, 17
10	Business Strategy and Sustainable Development	Sustainability issues & changing business environment; social & environmental impacts; embedding sustainability into strategy; purpose-driven business; business for good; net zero; circular economy; impact assessment.	All
10	Advanced French Report Writing	Societal impacts of colonial past; legacy of Citizens' Convention for Climate (2019, 2020) and analysis of measures and innovations for sustainable development and social justice. The largest assessment component is a report based on the analysis of multiple media documents on a specific sustainability issue (food, housing, transport, digital resources).	4, 7, 9, 10, 11, 12
10	Advanced German Report Writing	Sustainability models for transport; housing and energy efficiency in the context of social justice; societal and environmental impact of migration.	3, 7, 9, 11,12
10	Communication in International Management	Semiotic resources and narrative strategies for impactful communication and advertising on sustainability issues. Environmental deterioration associated to loss of linguistic diversity.	4, 5,10, 11
10	Marketing Ethics and Sustainability	Responsible Production and Consumption; Ethical Theories (deontology, consequentialism).	12

Examples of Postgraduate provision, linked to relevant SDGs

Level	Module	Example Content	Link to SDGs
11	Advertising as Cultural Discourse	Detailed analysis of advertising communication around the world promoting sustainability and social justice.	All
11	Sustainable Conferences and Events	Sustainable conferences & events; societal & environmental impact; sustainable supplier value chain; accreditation systems for sustainability; stakeholder engagement; sustainable practices.	8, 11, 16
11	Building a Purpose Driven Organisation	Societal & environmental impacts; SDGs; business with purpose; sustainability strategy; alternative business models (e.g., BCorps, Social enterprises); sustainable value creation; social business start-up; impact assessment; circular economy; smart cities; impact assessment; systems thinking for sustainability.	All
11	Creating Business Excellence and Marketing	Emerging issues in sustainability; lean and sustainability; sustainable value; improvement for sustainability & net zero; sustainable supply chain management; stakeholder engagement.	12, 13, 17
11	Leadership in Board Governance	Boards with purpose; diversity in the boardroom; stakeholder relationships for SDG impact; ethical behaviour & decision-making; Just transition.	5, 13, 16, 17
11	Leadership, Strategy, and Innovation	Authentic and sustainable leadership approaches in organisations.	8
11	Sustainable Supply Chain Management	Developing and designing sustainable supply chains.	8, 12, 13
11	Marketing Communications	Sustainability issues in contemporary marketing practices; sustainability solutions as part of marketing communications plan.	12
11	Strategic Brand Management	Brands with a conscience and sustainability.	8, 11, 12
11	Social Media and Content Marketing / Consumer Behaviour	Veganism, sustainable food consumption.	2, 12
11	Principles and Practice of Marketing	Compostable packaging, food recycling and fast fashion.	11, 12

Appendix B: Examples of key projects with explicit SDG-relevant links

Selected Projects	Partner and Delivery Team	Link to SDGs
Destination Net Zero (Net Zero Events Baseline Review)	Visit Scotland, Edinburgh Climate Change Institute (Edinburgh University) Dr Martin Robertson, Professor Jane Ali-Knight	13, 11
CAF/UN-Habitat consultancy: smart city governance	CAF The Central Bank of Latin America Professor Luca Mora, Dr Paolo Gerli	11, 16
British Council Mexico - Sustainable Cultural Management Programme	British Council Professor Jane Ali-Knight, Dr Gary Kerr, Dr Fawad Khaleel	11, 16
Edinburgh Business Tourism Community Calculator	EICC Edinburgh International Conference Centre (and other industry partners in Edinburgh) Dr Martin Robertson	13
India Festival Academy	British Council Professor Jane Ali-Knight, Dr Fawad Khaleel, Dr Chris Divito	4, 8
Build for Purpose and Everyone's Edinburgh	Everyone's Edinburgh; Quality Scotland, Edinburgh City Council, Edinburgh Chamber of Commerce, and corporate sponsorships Dr Miles Weaver, Dr Kenny Crossan, Dr Hock Tan, Dr Ana Paula Fonseca, Dr Andrew Bratton	13, 17
Charity Board Initiative	Anderson Strathearn, Inspiring Scotland, RSM, Santander Dr Miles Weaver, Dr Jackie Brodie	5, 10, 16

Principal Investigator shown underlined

Design by: Kitti Majorán

Get in touch